

# FUTURES

*for Home Economists*

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## *Dedication*

This book is dedicated to a belief in the value of the study of the home. Nothing has more influence on a person's capacity for happiness than the experiences had in the parental home; nothing that an individual creates is more significant than the environment established for others in one's own home.

The understandings that the home economics student acquires of human relationships, decisions, values, and processes involved in daily living in the home equip her to make a unique contribution to our country's economic life and to increase her personal satisfactions as a homemaker.

# Preface

## PURPOSE

This book has been written to acquaint high school and college students with the areas of specialization in home economics, with the occupations home economists enter, and with the nature of their preparation for those occupations. It may also be helpful to parents, teachers, and guidance counselors as they talk with students about college and career objectives.

What is a home economist? What are her areas of specialization? If we think of all knowledge as information about mankind, then home economists are specialists in the study of man, his home, and his family. Home economists study family needs for food, clothing, and shelter, ways to evaluate existing products and methods used to satisfy these needs, and the methods of reasoning involved in creating relevant new solutions to problems in these areas. Home economists study the ways in which families make decisions about the use of time, money, and energy in accomplishing the work of the home, the criteria families apply in making these decisions, and the ways in which families evaluate the outcomes of their decisions. Home economists study the psychological relationships among members of families and the effects of these relationships on family members, particularly upon the development of children.

These areas of specialization result in certain conventional departments of home economics at the college level, namely, Food and Nutrition, Textiles and Clothing, Housing and Design, Household Economics and Management, Child Development and Family Relationships. There are two other departments commonly found in home economics: Home Economics Education, which uses information from all five departments mentioned, and Institution Management, which pertains to feeding and/or housing large numbers of people.<sup>1</sup> Each of these departments is identified with one or more occupational opportunities.

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<sup>1</sup> These were department titles of the New York State College of Home Economics in 1962. Department titles vary among colleges. For instance, in another college of home economics, Housing and Equipment may be grouped together instead of Housing and Design, and design may be taught in a department called Art Applied to the Home.

## SCOPE

The vocational fields discussed in this book are limited to those that a student graduating with a bachelor's degree might enter. Additional opportunities exist for the person with a master's or doctor's degree in one of the departments of home economics. And since undergraduate work in home economics includes courses in the basic sciences, arts, and humanities, as well as courses in the various areas of home economics, a home economist may take graduate work in practically any area of study and thus add to her employment opportunities the occupations of those particular fields. For example, a student concentrating in interior design may go on for graduate work in fine arts, a student concentrating in textiles may continue toward a graduate degree in chemistry, provided she has included sufficient hours of chemistry and other prerequisites among her undergraduate courses along with her work in home economics.

## PLAN

In selecting the material for this book the author has been influenced by the following statement of Robert Hutchins:

Wherever possible, workmen should be artists, their work should be the application of knowledge or science and known and enjoyed by them as such. They should, if possible, know what they are doing, why what they are doing has the results it has, why they are doing it, and what constitutes the goodness of the things produced. They should understand what happens to what they produce, why it happens in that way, and how to improve what happens. They should understand their relations to others cooperating in a given process, the relation of that process to other processes, the pattern of them all as constituting the economy of the nation, and the bearing of the economy on the social, moral, and political life of the nation and the world.<sup>1</sup>

The organization of each chapter is based upon an outline designed to cover the topics Dr. Hutchins suggests. The outline is presented in Chapter 1.

Most of the information presented here about occupations for home economists was obtained first hand from people employed in each area. The author interviewed home economists in various types of positions and read numerous reports of interviews held by students in the New York State College of Home Economics with people employed in the various positions discussed. To maintain the reader's awareness that the descriptions come from people actually engaged in the work and to

<sup>1</sup> Robert M. Hutchins, "The Great Conversation" in *Great Books of the Western World*, Robert M. Hutchins, ed. (Chicago, Ill.: Encyclopaedia Britannica, Inc., 1952) Vol. I, p. 15.



preserve the flavor of their opinions, the text has a number of paraphrased quotations.

Another characteristic of the presentation is an emphasis on the subjective aspects involved in choosing and being happy in a given professional field. Intelligent students often have difficulty in deciding what vocational field to enter. Ability is scarcely a consideration, since they have the ability necessary for a wide variety of occupations. Subtler factors seem to tip the scales of decision toward one area or another—particularly factors reflecting the individual's feelings about herself and about the work in that field.

Reference has been made to the paper work connected with a position, because a person's work can be described objectively by collecting the papers which that individual has to process and by determining where they originate, what their purposes are, and where a given employee refers these papers when he has completed his part of the organization's total job. Chapter 5 includes sufficient figures to illustrate this statement.

Finally, since most of us are dependent upon our own employment or that of some other person for our financial support, and since remunerative work takes so much of each person's lifetime, what happens to a person in connection with his work can have as much influence on his outlook as do parental influences, religious experiences, or school-implanted ideologies. The kind of work one does and the way one does it influence not only one's own character, but also the character of one's fellow employees and the group one serves. Hence there are references to the value judgments involved in work and the factors influencing them.

# Acknowledgments

This book would not have been written were it not for the students who have been freshmen in the New York State College of Home Economics. They are required to take an orientation course, which includes a unit on the study of occupations. As part of this unit, during Christmas vacation each student must interview a person in the field she hopes to enter and write a report of that interview. As a teacher in this course, I was impressed with the quality of the information the students gathered in these interviews. It seemed much clearer and much more insightful than other vocational information I had read. I first tried getting students to read this material by making the reports of their fellow classmen and previous freshmen available to them on a voluntary basis. But since characteristically freshmen have 36 hours of activities to cram into the 24-hour day they often did not "get around to it." Therefore I put my own information and illustrations from their reports together in a mimeographed form to use as a "text" for the occupational section of our course. The students seemed to find the presentation helpful, and thus—in many ways—this book is a joint production of the students and myself.

I am particularly indebted to:

Dr. Jean Failing, head of our Counseling Service, who has repeatedly protected time for me to work on the book, and as my friend has kept me at it when it became discouraging. Nancy Hoddick and Barbara Morse, two of the present counseling staff members who also teach the orientation course, who have aided greatly throughout the various rewritings of this material. Esther Stocks and Doris Wood, Directors of the Placement Office for our College, who helped me in many ways to learn about home economics. Mrs. Mary White, alumnae secretary for our College, who helped me contact students who have graduated and whose permissions I needed to quote material they had submitted. Our secretaries, who have spent so many summers typing and proofreading this manuscript that they feel they are now well informed on the vocational opportunities for home economists—particularly our present secretaries, Lana Tobey, Pat Tompkins, and Lynn Waldron.

In my sixteen years of association with the New York State College of

Home Economics I have heard many professional home economists describe their work, and through the joint program that our College and the New York City Home Economists in Business sponsor for upperclass and graduate students I have had an opportunity to see and hear professional home economists "on their jobs" as I accompanied student groups participating in the program. I am indebted to all of them for much of my own knowledge of the field.

Miss Helen Thackery of General Foods Corporation and Miss Millicent Bentley of Celanese Corporation furnished the extensive descriptions of their work incorporated in Chapters 5 and 9, respectively.

The following people from the faculty of the College of Home Economics and the College of Agriculture gave me names of some of the professional organizations and publications that were significant in their areas of specialization. These people are not to be considered responsible for errors I may have made. Katherine Reeves in Child Development and Family Relationships, Grace Steininger in Food and Nutrition, Kathleen Rhodes in Home Economics Education, Ruby Loper in Housing and Design, Alice Burgoin and Mary Bloetjes in Institution Management, Mrs. Emily Hall, Home Economics Editor, and Mr. Charles Russell, Associate Professor of Extension Teaching and Information.

Names of professional organizations and publications and other information were also furnished by Martha Leighton, Lucinda Noble, and Phyllis Stout of the New York State Cooperative Extension Service, Alice Hutchinson, R. T. French and Co., Barbara Hall, Women's Editor of WHCU, Thelma House, New York State Gas and Electric Corporation, and Ruth M. Yakel, Executive Director of the American Dietetics Association.

One other person who has been interested in the book through all of its stages has been my friend Frances Eagan. As an editor herself she has read some of the material and made suggestions for improving it, and from time to time she has assured me that my various experiences as an author have not been unique.

THERESA R. HUMPHREYVILLE

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# FUTURES

*for Home Economists*

## *Choosing an Area of Specialization*

The first important academic decision a student must make after being admitted to college is the choice of her departmental major. Students arrive at college in various stages of certainty regarding the decision about a major. For many, just getting to college has been the dominant goal for so long that they want to draw a breath before making another big decision. Some students already know the vocation that particularly interests them and have chosen the college with this vocation in mind. Others chose their college or university because of its general reputation, and are primarily interested in obtaining a degree.

Students also vary in the urgency they feel about making a decision regarding the vocational area within a subject matter major that they prefer. Some cannot relax until they know exactly what they are going to do. Some seem not to be aware that they might work at all until graduation is a few months away. Most students have made some decision by the end of their sophomore year. If a student has not made a decision by that time she may have to take an additional summer's study, or more, if she chooses a field with a large number of required courses. Many students change their major at least once during their college career. This change comes when a student finds she does not do so well in particular courses as she thought she would or if she finds new areas of interest which she had not known about before coming to college.

Women students are in a somewhat different situation from men in thinking about the future and what they might do vocationally, since most of them plan to marry, and are uncertain about how long or to what extent they want to be involved in a career. Many girls feel they want to work until they are married, or after they are married until the first youngster is born. Others feel that they will also want to return to work after their children are in school. Some plan to work only until their husbands finish their education. Some expect to combine a purposeful career with marriage. Some hope never to have to work outside their

home A college girl's decision about her preparation for a career is frequently influenced by her matrimonial progress A girl who would not think of being a teacher when she enters college may find the field attractive when she becomes engaged during her junior year

### IMPORTANCE OF THE DECISION

The decision about one's major field of study and the positions to which it leads is a very important one It affects one's ultimate way of life as definitely as does the selecting of one's mate Values, methods of reasoning, people with whom one associates, self-respect, income—all are affected by this choice

While the student should realize the importance of the decision she makes in choosing an undergraduate major, it should be pointed out that she can return to college if she feels she wants to change her area of specialization, and if this choice is made after a year or two of work experience it may be made with added insight about her own values and how they can be satisfied vocationally

### WAYS TO EXPLORE POSSIBLE INTERESTS

*College major* On the basis of their high school experience, students indicate a probable departmental major when they enter college Colleges usually designate someone in each department as an adviser for students interested in that area From conferences with that individual and from activities the department plans for students, the student learns about opportunities related to a given area of study and the significance of course sequences followed for it This arrangement assures the student of contact with people who have specialized in the area she thinks she prefers

*Reading* Books, pamphlets, magazine articles, and bulletins are assembled in the library, the placement office, or a guidance center in most colleges Even though a student thinks she knows exactly what she wants to do, it is wise to read widely about vocational opportunities, and not to overlook an area—which might be of interest—simply because she does not know that it exists

*Talking to people employed in various fields* Much of the information about vocations supplied by experts in the field is frustrating because these experts use expressions which are familiar to them but not to the reader Such phrases as *keeping a perpetual inventory*, *planning modified diets*, *making lesson plans* convey little meaning to the uninitiated The student may find it more helpful after getting some background to talk to someone engaged in the profession—preferably at her place of work, where she can illustrate what she does

*Consulting a guidance counselor* A guidance counselor's special con

tribution to the student making a vocational choice is his familiarity with a variety of occupational fields and his experience with all kinds of people representing wide ranges of interests and abilities.

A guidance counselor who is a psychologist can help a student who is upset because she is not doing well in the area she prefers, one who is unable to make a decision, or one who is having some other difficulty involving her feelings about herself. A guidance counselor is trained to help a person discover herself and to help her take responsibility for herself.

*Knowing oneself.* In selecting a vocation, a student is normally urged to consider whether or not she has the academic ability and the aptitudes or skills necessary to grasp the subject matter, and interests comparable to successful people already engaged in the vocation. Consequently, we have intelligence tests, aptitude tests, and interest inventories which help the student compare herself with others as one process in selecting a vocational field.

If a student will take the initiative to talk to her professors about the probable quality of her future performance in a particular field, based on the knowledge and skill acquired in that course, she can learn more about her qualifications for different occupations within a field of specialization than she can by accepting a judgment of herself as "average," "above average," or "below average," according to the grade she receives.

Another important factor seems to be how the student *feels* about herself and the prospective field. Students' conversations about their professional choices indicate that those who are doing well like what they are doing. They feel that their area of work is important, and they are proud to be identified with it. This can be illustrated by the experiences of one student. She was the daughter of a physician and the sister of a home economist who had become a successful hospital dietitian. When she entered college she thought she too should do something related to medicine. She took the necessary courses in chemistry and home economics to complete two years of the curriculum in dietetics; her work in these courses was average, but it was a struggle—she was not getting any "lift" or enjoyment from it. Each summer she worked with children on a city playground. In talking with her guidance counselor she indicated that she knew she would like working with children but that it was easy for her, and she became aware of the fact that she felt that college, to be worthwhile, should be "hard." She did feel that helping children was important, but it was not until her junior year that she felt she could trust her own judgment about its being as important as a career in science. She changed to a major in child development and family relationships. Her grades continued average, but she enjoyed what she was learning about so much that she learned in a different way. She no longer was memorizing material for examinations; she was learning because she wanted to know and to use the information.

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### WAYS TO EXPLORE POSSIBLE INTERESTS

*College major* On the basis of their high school experience, students indicate a probable departmental major when they enter college Colleges usually designate someone in each department as an adviser for students interested in that area From conferences with that individual and from activities the department plans for students, the student learns about opportunities related to a given area of study and the significance of course sequences followed for it This arrangement assures the student of contact with people who have specialized in the area she thinks she prefers

*Reading* Books, pamphlets, magazine articles, and bulletins are assembled in the library, the placement office, or a guidance center in most colleges Even though a student thinks she knows exactly what she wants to do, it is wise to read widely about vocational opportunities, and not to overlook an area—which might be of interest—simply because she does not know that it exists

*Talking to people employed in various fields* Much of the information about vocations supplied by experts in the field is frustrating because these experts use expressions which are familiar to them but not to the reader Such phrases as *keeping a perpetual inventory*, *planning modified diets*, *making lesson plans* convey little meaning to the uninitiated The student may find it more helpful after getting some background to talk to someone engaged in the profession—preferably at her place of work, where she can illustrate what she does

*Consulting a guidance counselor* A guidance counselor's special con

staff The source of financial support also determines who has the final authority in decision-making

**2 Place in organization structure** The personnel of every organization can be thought of in a "line and staff" arrangement showing who is responsible for carrying out the functions of the organization There is the #1 Supervisor who is responsible for the entire organization There are usually several #2 Supervisors, each of whom has responsibility for some major activity of the organization There may be a #3, a #4 Supervisor, and so on down the scale Each supervisor can be described by the number and kind of responsibilities he carries, by the importance of the decisions he makes for the organization, by the people whose work he supervises, and by the person to whom he reports

The position of a particular occupation within the structure of the organization can be diagrammed (see Fig 1-1) If the occupation is essential in getting the work done, it is considered a "line" job For example, anyone directly connected with selling is performing a "line" function in a retail store A person who keeps the account books for the store, on the other hand, is considered "staff" He is performing a service for the store, but he is not engaged directly in the activity for which the store exists His job depends upon the store's staying in business through the activities of the sales personnel

Top management is most concerned with line occupations since these are vital to the organization An excellent employee performing in a line occupation is very valuable to the organization

**3 Policies and standards** An organization's policies and standards determine the means by which it achieves its objectives Where the decisions are made about policies and standards determines whether the atmosphere of the organization is autocratic or democratic In some organizations, these decisions are made by the #1 Supervisor alone, in others, each supervisor makes those decisions pertaining to his section and in others the organization attempts to work as a whole with each person's contribution to solving any of the problems of the organization a welcome one

It is in the area of policies and standards that an employee may encounter major conflicts with his personal values, particularly when, in the course of carrying out his responsibilities he is expected to do something which conflicts with his own values The kind of person he is and will be, is affected by the decision he makes A person's philosophy of life is not a neat set of 'I believe's' culled from the noblest ideas he has read, it is his way of life—the premises he accepts, the decisions he makes and the acts he performs There are a number of ways a person may handle a situation in which his values conflict with the values of those with whom he works For example, he may change his personal values as he sees people in better paying jobs have different standards from his own, he may do what is expected, excuse himself from responsibility, and try

Tangible evidence from work experience obtained after classes or in the summers can also help a student find which areas are most suitable for her. The art student who takes a part time job showing slides for a lecturer in the design department and the prospective teacher who takes a summer camp job will discover, early in their college years, those additional strengths and weaknesses in themselves which make their career decisions sound.

### SOURCES OF SATISFACTION IN WORK

The work one chooses to do should be satisfying. Many job descriptions list the advantages and disadvantages of a particular job, but it is misleading to ignore the fact that satisfaction with a job is a matter of the nature of the person holding it. It is also true that there are some less pleasant tasks in every job. One reason is that every job requires a number of different abilities. We like to do those things which we do well, and we do not do all things equally well. Another reason is the value each of us attributes to different phases of our work. There are some tasks that have to be performed whether or not we think they are challenging and call for special ability.

The reasons people give for liking or disliking certain features of their work can be summarized, however, and used to provide a background for the over all consideration of work.

In each of the following chapters

The first section deals with the sources of satisfaction and dissatisfaction inherent in the nature of the organization for which one works, how it is administered, and the duties of one's own occupation within the organization.

1 *Employing organization* Employers have different objectives. To be happy and productive in one's work a person needs to be sympathetic toward those objectives and with the means used to reach them. These objectives can be classified as educational, profit making, or service. This method of classification does not result in mutually exclusive categories, a profit making employer engages in some educational activities, for example, but the reason for the educational activity is ultimately profit making.

The primary source of financial support for profit making organizations comes from the sales of their products and in some cases from government subsidies. Educational and service organizations are supported by taxes and gifts primarily and to some extent by fees charged the people served by the organization. The source of financial support of any organization determines the amount of money it has to spend. This in turn affects the scope of activities the organization can carry on, the salaries it can pay, and the quality of the people it can attract to its



to maintain two concepts of himself—one his “real” self, and the other his self as an employee; he may differ with the others and try to change their standards; or he may leave the job and search for another, more compatible. On the other hand, leaving the job may conflict with other values, such as providing for one’s family or for oneself.

4. *Major function.* The function or functions of an organization or a part of an organization can be described by noting the people whom it serves. Every job helps a person or persons in some way. (One of the most frequent statements students make in connection with choosing a vocation is that they want to “help” people.) In our free enterprise system, a new organization comes into existence when someone sees some unsatisfied or insufficiently satisfied need of people. Each organization distinguishes itself by the means it offers of satisfying those needs. The activities of the personnel filling the various occupations of the organization are devoted to planning for or with its clientele on how to meet these needs and then in carrying out the plans made. In the process, records are kept and, as each stage is completed, reports of its effectiveness are made. These reports become the basis for future plans.

5. *Other functions.* In addition to the major function of his job, each individual has a variety of other duties to perform.

6. *Typical day.* Although occupations vary in the number and variety of responsibilities a person in them carries, it is usually possible to describe a typical day when the person is fulfilling his major responsibility, and in this way to assess the relative amount of time he spends working with people, ideas, or things.

The second section deals with the factors which create an atmosphere of well-being when a favorable degree of each is present.

1. *Employment opportunities.* Any factor which affects demand for or the supply of people with one’s knowledge and skills influences how one feels about one’s field. Everyone likes to be in demand, and feels threatened when it is hard to find suitable employment.

If the supply of people qualified for a given occupation remained constant, demand would increase as the number of organizations employing people in this particular occupation increased.

A high turnover rate created by people leaving an occupation increases demand. This is a favorable condition if people leave the job by choice rather than because of dissatisfaction with the position.

It is considered favorable if the occupation is available in many places geographically. It is particularly difficult for married women who want to work in their field of specialization to “go where the job exists.”

Special qualifications designated by the employer, such as preferences for employees of a given age, race, religion, marital status, or degree or recency of experience in the field may be favorable or unfavorable depending upon whether or not one meets the requirements. Age, marital

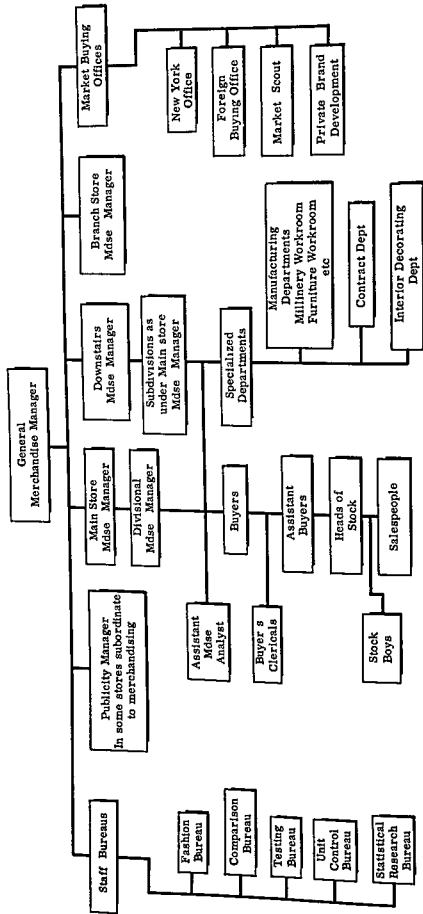


FIG 1.1 Chart of merchandising organization (Reprinted with permission from John W. Wingate, Buying for Retail Stores, 3rd ed. Englewood Cliffs, N.J. Prentice Hall, Inc., 1953, p. 54)

may actually be more desirable depending upon the length of time a person expects or wants to be employed by a given organization

Women students often say that salary is not so important to them as the type of work they will do. Since salary figures are quickly outdated, salaries for occupations described here are in terms of comparisons with high school teachers' salaries

Cost of travel to and from work should not be overlooked in evaluating a prospective salary

If one works for a sales organization, discounts given employees on purchases of the company's merchandise may provide savings which in directly augment one's salary. Similarly, meals or clothing provided by the organization represent additions to one's salary

Also, the number of weeks of vacation affects the weekly rate of pay for the actual time worked

**5 Hours** People who are paid an hourly rate with "time and a half for overtime usually work a fixed number of hours per week. People on salary with given responsibilities, however, are expected to work until they get the job done. Bigger salaries, more responsibilities, and bigger worries go together. They add up to more time spent thinking about one's work—evenings and weekends as well as actual working hours go into the job. The people who go furthest, however, are often the ones who like their work and enjoy making decisions and solving problems

**6 Vacations** Each organization has its own vacation policy. The important factors are the length of vacation, the time of year it must be taken, and the order of preference among the employees in setting up the vacation schedule

**7 Security** People like to feel they can remain in a given position as long as they like provided they are doing satisfactory work. One gets most security from those jobs offering tenure. *Tenure is the right of the individual to continue in his present employment until compulsory retirement age—with the exceptions that he can be dismissed for immoral conduct, gross neglect of duty, or if the position he occupies is discontinued for a valid reason.* Tenure is a protection for the employee, it means he cannot lose his job if the administrative personnel of the organization changes. It has the disadvantage of sometimes continuing a less competent person in a job because he was hired at a time when he was the most competent person that could be found

Minimum security positions are those with organizations which have income subject to wide fluctuations, so that one year they have money to employ people and the next year they have to drop some of their staff in order to reduce expenses

There tends to be less security in organizations where there is no stated policy providing some guarantee of security and where decisions about hiring and firing people are in the hands of one person

status, and experience are particularly important considerations for the woman who wants to re enter her special field after having raised a family

If the demand for people qualified for a given occupation remained constant, it would be favorable for the employee if the supply of people with his qualifications were limited. A consideration here is not only the number of other people with one's own qualifications but the number of people with different educational backgrounds who can also perform well in the occupation

**2 *People with whom one works*** It is a favorable circumstance if the person selecting the employee for a given occupation will be his immediate supervisor. He then has some interest in the employee's progress because his own reputation is involved since it is the work in his section of the organization that the employee will be performing. In large organizations which hire many people, the employer may be in a separate personnel division. In some cases prospective employees are interviewed by several people, one of whom is the person who will be his immediate supervisor.

Some occupations require one to work with people with varying social and academic backgrounds. The percentage of working time spent with individuals different from oneself and the particular working relationship with these other employees matters to some persons. The extent to which this situation influences possible outside-of-work friendships may be a consideration.

Within the same occupation there may be great differences in the caliber of the people affiliated with one organization as compared to those affiliated with another, as a result of the policies and standards and of the financial resources of different organizations. The most favorable situation exists when there is a feeling of a happy group working harmoniously together with everyone interested in making a success of the organization rather than the opposite situation in which no one wants to do even a bit more than his share.

**3 *Physical environment*** The size of the city in which one works, the character of the neighborhood, even the building itself (the furnishings, decor, and standards of maintenance) influence how people feel about their work. The sheer size of the organization may make a difference. The extent to which one's own work area is crowded with or free of other people, business machines, and storage space affects some people.

**4 *Salary*** As students who have worked already know, take home pay differs from gross salary by the deductions made for social security, income tax, compulsory or voluntary deductions for life insurance, health and accident insurance, and/or retirement. Retirement and insurance plans vary. Plans of this sort constitute what are called the fringe benefits of a job. Smaller take-home pay because of greater fringe benefits

In order to enter some areas of work, a master's degree is required. A small percentage of students continue their education through the doctor's degree.

2. *Professional associations.* One way of keeping up to date in one's field and of maintaining contacts with others in that field is to join the professional associations identified with the area. All home economics graduates may join the American Home Economics Association.

The American Home Economics Association was incorporated in 1909. The organizational units of the Association are the state home economics associations in the 50 states and comparable associations in the District of Columbia and Puerto Rico. The Association functions through its professional sections, subject-matter sections, and committees.<sup>1</sup>

When a person joins the Association, she indicates both a subject-matter section and a professional section which are most interesting to her. The subject-matter sections correspond to college majors; they are:

Art

Family Economics—Home Management

Family Relations and Child Development

Food and Nutrition

Housing and Household Equipment

Textiles and Clothing

The professional sections indicate the occupational field with which the member is identified; they are:

Colleges and Universities

Elementary, Secondary, and Adult Education

Extension Service

Health and Welfare

Home Economists in Business

Home Economists in Homemaking

Institution Administration

Research

College Chapters

3. *Professional journals and other publications.* Reading the publications connected with one's area of specialization is another way of keeping in touch with recent research and new methods of work used by others in the same occupation. The official publication of the American Home Economics Association is the *Journal of Home Economics*. It publishes technical and general interest articles, news of activities, reports of research related to home and family life, and other information on home economics.

4. *Personal qualifications.* There is no heading, "Personal Qualifica-

<sup>1</sup> American Home Economics Association, *AHEA Program 1962-1964* (Washington, D. C.: AHEA, n.d.).

8 *Advancement* Some persons like to select an organization which appeals to them and to stay there, working their way up as far as possible. In that case it is desirable to seek employment with an organization with a policy of promoting from within. Others like to move around, if they do not get promoted as fast as they want to be, they move to a more responsible position elsewhere. This is a situation in which the number of employing organizations of a given type is an important factor in choosing a professional area.

9 *Related opportunities* There may be opportunities for advancement in related organizations where the identical functions may not be performed but where one's knowledge and skills can be employed in other functions. Here the breadth or narrowness of one's subject matter field of specialization is a factor in one's mobility.

The third section deals with the background an individual must acquire to be prepared to enter a given occupation and the sources of satisfaction or dissatisfaction which are part of meeting the requirements and maintaining one's abilities to perform in the occupation.

1 *Educational qualifications* Students come to college with certain preconceptions concerning the kinds of courses they want to take. Often they have no idea of how many courses they take in four years or of the ways in which their choices of courses are limited by the requirements of their particular college or of their proposed occupational field. In home economics areas of specialization there are some occupations for which a particular course of studies must be followed, and some for which a curriculum is recommended but not actually required. These requirements or recommendations may have been established by the state, by a professional association, or by the college faculty. In weighing the desirability of following a required or recommended curriculum versus fulfilling graduation requirements and electing a number of courses, a student gets some knowledge of herself and of just how interested she is in a given field. If the required curriculum for the area she thinks interests her seems tedious and unappealing, there is good reason to question whether she is as interested in the area as she thinks. Some students who want a particular field and are happy to complete the numerous required courses may still want a number of electives. They obtain both by going to summer school, or by carrying a heavier than usual program of studies (if they are capable enough to do so), or by planning to take a more general program while they are undergraduates and getting their specialization as graduate students.

A student often thinks of college as courses taken. However, if she thinks of the four years of college as four years of education, she can plan summer or part time work experience as well as extracurricular activities to help prepare for an occupation.

tions in the occupational outline in this text because the same personal qualities seem to be desirable no matter what one's field of specialization

15 These qualities include

*Personal appearance*—looking as attractive as one can and being well groomed

*Friendliness*—being able to take the initiative in greeting others cordially and genuinely liking other people

*Reliability*—being at work and being accurate in one's work

*Thoroughness*—doing the job completely whether a supervisor is checking or not

*Diligence*—staying with a job until it is done, even when one gets bored or tired of it

*Industriousness*—being a self starter, sensing what there is to be done without having to be told

*Trustworthiness*—being able to keep confidential information which is given in confidence or which one should have the good judgment to know his employer would not think appropriate to have discussed with outsiders

*Honesty*—in all matters and particularly if one makes a mistake, indicating it so that it can be rectified

*Conscientiousness*—being willing to do one's share and more. Although being conscientious is desirable it is important not to be so eager that one appears to be trying to take over someone else's work. However if a supervisor or a co worker could use some assistance an offer to help will probably be appreciated. Not only will it get the work done more quickly but one learns more about how to do his own job effectively as he becomes aware of how it fits into the over all work of the organization. This in turn helps a person to be creative in his work he thinks about new things he and his employer could do or better ways to do things they are already doing.

These personal qualities make any individual in any job a desirable employee people who have them quickly stand out. Academic work is comparable to a job students who do good work in college have these characteristics and college experiences provide many opportunities to develop these attributes. When a student enters college and takes over the direction of her own life she not only determines what occupational goal she will pursue but also what kind of person she will be.

# Teaching Young Children:

## Preschool and Primary Grades

### EMPLOYING ORGANIZATION

*Preschool* is a collective term for nursery school and for kindergarten education. Nursery schools are planned for three- and four-year-olds. Occasionally some two year olds are admitted. Kindergartens are planned primarily for five year-olds. Here too, however, there may be some exceptions: some four and a-half-year-olds and some six year olds may be included.

*Primary grades* refer to Grades 1, 2, and 3 of the elementary school.

*Objectives* The basic goals of education are the same at every scholastic level: the promotion of intellectual, social, emotional, and physical growth.

- 1 To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals
- 2 To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, state, and nation
- 3 To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace
- 4 To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare
- 5 To understand the ideas of others and to express one's own effectively
- 6 To attain a satisfactory emotional and social adjustment
- 7 To maintain and improve one's own health and to cooperate actively and intelligently in solving community health problems
- 8 To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity
- 9 To acquire the knowledge and attitudes basic to a satisfying home life
- 10 To choose a socially useful and personally satisfying vocation that will permit one to use to the full his particular interests and abilities



- 11 To acquire and use the skills and habits involved in critical and constructive thinking<sup>1</sup>

The acquisition of these attributes is a gradual process, each level of school contributes to and influences the process. The basic goals in the preschool, as indicated by the comments of preschool teachers, stress emotional and social adjustment.

The nursery school helps the child to learn to live with others. I help to draw out the shy child or restrain the aggressive one.<sup>2</sup>

The kindergarten helps the child to acquire attitudes such as willingness to do things for himself, respect and obedience toward authority, and a sense of belonging to a group. This ability to participate will greatly determine the child's success throughout school and in later life. My most important responsibility is to make pleasant that first break from the home to school, to help the child associate with me and with the other children, and to encourage the child's first intimate contact with someone other than his mother.

<sup>1</sup> President's Commission on Higher Education *Higher Education for American Democracy*, Vol. 1 (New York: Harper & Row, Publishers, 1947), pp. 50-58.

<sup>2</sup> Unless otherwise noted, the indented comments in this chapter are paraphrased statements obtained from teachers interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, N. Y.

Teachers encourage the ability to listen by telling stories in which the children take part and by teaching them to listen for certain rhythms on the piano. (Photograph courtesy of the New York State College of Home Economics, Cornell University.)



Children begin to learn social graces in kindergarten—how to share things and how to get along with other people. They learn responsibility by cleaning up after themselves and putting things away.

It is important to develop the child's character, ideals and basic social attitudes. To do this I must be aware of each child's individual abilities and encourage and compliment any sincere effort, even though it doesn't quite measure up to a given standard. The nursery school teacher must help to cultivate the child's curiosity about the world in which he lives through the use of animals, stories and pictures. The children become reading conscious by the various signs around the room and they become aware of numbers through playing with blocks, by collecting money for milk and cookies and seeing the numbers on the tables at which they work. Learning to listen is an important step. The children listen to teachers, to other children, to records and to stories. The teacher can encourage the development of this skill by telling stories in which the children take a part and teaching them to listen for certain rhythms on the piano.

The morning health inspection, the rest period and toilet routines help the child acquire principles of hygiene. The use of outdoor equipment and the manipulation of paint brushes, crayons, and scissors help him to develop muscular coordination.

*Sources of financial support* There are very few public nursery schools. A study made by Dean showed that during the school year 1958-59 only 4.5 per cent of the communities in the United States with 2500 or more population were offering tax supported programs of nursery school education.<sup>3</sup>

There are private nursery schools operated by individuals who charge a tuition fee for each child. This money is used to hire teachers to buy supplies and equipment and to provide a profit for the owner of the school. There are cooperative nursery schools formed by groups of mothers who contribute funds to hire a teacher and help to staff the schools themselves. They may also provide supplies and make and maintain the equipment themselves. There are nursery schools operated by public welfare organizations such as settlement houses or community houses which are supported through voluntary contributions to the Community Chest or a similar organization. Some nursery schools are operated by churches, at these a fee may or may not be charged. Other nursery schools are operated by colleges as demonstration schools for their students.

Kindergarten education is not compulsory, however. Dean's study showed that 70.4 per cent of the urban communities in the United States maintain public kindergartens as part of the elementary school.<sup>4</sup> Other kindergartens are operated on a private or parochial basis similar to nursery school arrangements.

<sup>3</sup>Stuart E. Dean, *Elementary School Administration and Organization: A National Survey of Practices and Policies*. U. S. Department of Health, Education and Welfare Bulletin OE 23006 (Washington, D. C.: USGPO, 1960), p. 14.

<sup>4</sup>*Ibid.* p. 18.

Facilities for primary grade instruction must be provided by every community in the United States and attendance at these schools (or at a comparable private institution) is compulsory

### PLACE IN ORGANIZATION STRUCTURE

The staff of a private nursery school or kindergarten is small. It usually consists of a director, teachers, assistant teachers and someone to cook and to clean the rooms (if the teachers do not do this themselves). The director, who is usually a teacher also, is the #1 Supervisor. The teachers and assistant teachers—as well as the custodial staff and cook—report to her (see Fig 2 1).

The primary grades (and also those kindergartens which are part of the public elementary school) have a staff organization similar to that of the junior and senior high schools (see Fig 6 1, p 107).

### POLICIES AND STANDARDS

The qualifications of the teaching staff and the director are vital in influencing the quality of the educational experience in the preschool. If the preschool is to fill an educational rather than a babysitting function, the staff must understand the process of development of children and the way in which that process may be encouraged through preschool experiences.

Of particular importance in preschool and primary grades are the number and age range of children in each class. For example, Denise Farwell says most authorities recommend one teacher for every ten five year olds, one teacher for every eight four and three year olds, and one teacher for every six two year olds\*. The physical space available, the quality and kinds of equipment, and even such things as the amount of

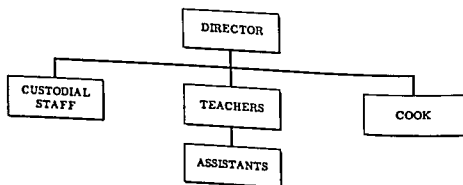


FIG 2 1 Organization of a nursery school

\* Denise Farwell "The Nursery School Program" in *Nursery Kindergarten Education* edited by Jerome F. Leavitt (New York: McGraw Hill Book Co. Inc., 1958), p 50.

window space and ventilation affect the atmosphere of the surroundings. In the elementary grades important policy decisions involve the nature of the curriculum, the amount of time to be spent on various parts of the curriculum, the groupings of students, the relationship of teachers and guidance staff, attitudes about discipline, and provisions for working with parents.

### MAJOR FUNCTION PRESCHOOL

*People served* Because of the way in which nursery schools are financed, nursery school children tend to be a homogeneous group. If the nursery school is private, it draws children from an upper-level socioeconomic group; if the nursery school is cooperative, the parents of the pupils tend to be of similar backgrounds, and if the school is associated with a welfare agency, its pupils tend to come from lower socioeconomic backgrounds. Kindergartens which are part of the public schools, on the other hand, tend to draw a typical socioeconomic cross section of the community which the school serves.

In any situation, however, a teacher may have in her class a child who is exceptional in one way or another—that is, a child who differs, mentally, emotionally, or physically, from the other children in the class. According to one director of special education, one can expect to find in any randomly selected group of 200 children

- 1 deaf child
- 2 children who are hard of hearing
- 1 blind child
- 2 partially sighted children
- 2 orthopedically handicapped children
- 1 child with a serious health problem such as diabetes, asthma, cardiac difficulty, obesity, or malnutrition
- 4 children with speech difficulties
- 2 seriously emotionally unstable children
- 2 intellectually gifted children
- 4 rapid learners
- 2 severely mentally retarded children
- 4 mentally retarded but educable children

In large communities, the local board of education may provide special classes for these children. In smaller communities, the individual teacher must cope with this problem since there are not enough exceptional children to warrant the establishment of special classes.

*Getting to know the needs of individuals served* One way in which teachers learn about children's needs in general is through college courses in child development and educational psychology. There have been extensive studies made of the patterns of growth in children and of the factors which facilitate and inhibit it. A strong influence on education

tional planning for a number of years has been Havighurst's definition of the developmental tasks of life. Developmental tasks are the things one must learn at different stages of life if he is to be judged and to judge himself to be a reasonably happy and successful person. Some—such as learning to walk—arise mainly from physical maturation, some—such as learning to read and to assume the duties and privileges of a citizen—arise from the cultural pressure of society and some—such as achieving a scale of values and philosophy of life—arise from personal values and aspirations of the individual. Of particular interest to the preschool teacher are the developmental tasks of the first five years of life. According to Havighurst these are

- 1 Learning to walk,
- 2 Learning to take solid foods
- 3 Learning to talk,
- 4 Learning to control the elimination of body wastes
- 5 Learning sex differences and sexual modesty,
- 6 Achieving physiological stability (salt and sugar content of the blood water content of the body basal metabolic rate heart rate, etc ),
- 7 Forming simple concepts of social and physical reality (i.e., round, man, animal, good),
- 8 Learning to relate oneself emotionally to parents, siblings and other people,
- 9 Learning to distinguish right and wrong and developing a conscience \*

With this type of theoretical background, the teacher also learns about the characteristics—and hence the needs—of each child through interviews with the parents both before and after the child enters school, and through observation of the children themselves in school.

*Determining a satisfactory plan for meeting these needs.* At the preschool level, the elements of the plan for the day are health inspection on arrival, free play (indoor and outdoor), music activities (dancing singing, playing rhythm instruments), art activities, stories and group discussions, nature observation, community visits (to the extent children can be taken on trips or people from the community may come to the school), rest periods, snack periods and lunchtime, toilet and washing activities.

Some of the principles followed in making a plan are alternating periods of great physical activity with quieter activities, providing opportunities for greatest physical activity in the early part of the school day when the children are fresh and energetic, having a daily routine of activities to give the child some feeling of security as he learns what to expect, and keeping in mind the characteristic muscular development, attention span, interests, and fears of a given age group. The activities of nursery school and kindergarten are similar. Since the kindergarten children are a little older, their attention span is longer, hence, a particu-

\* Robert J. Havighurst *Developmental Tasks and Education*, 2nd ed (New York Longmans, Green & Co. Inc., 1952), pp. 8-15.

lar activity may be scheduled for a longer period in the kindergarten than in the nursery school. Kindergarten children have better muscular control and better coordination than the three- and four year olds so that they try more difficult tasks with the same kinds of materials.

In some kindergartens a great deal of emphasis is placed on preparing the children for the first grade, in which case the program may be more rigidly structured than in the nursery school. For example, one kindergarten teacher explained that

It is necessary for every teacher to hand in a plan book, usually once a week or once every two weeks. The Elementary Education Department of the city publishes a Theme of Interest, and this must appear at the head of each plan. The kindergarten teachers in each school usually work together and try to work on the same units at about the same time. The children concentrate on one topic for a week or longer. I hang up pictures pertaining to this topic, the children make things and draw pictures, using this topic as the theme, they read books and have discussions about the current theme. For example, during the first week of January, the theme was time—clocks, seasons, and months. Each class started with a discussion about the meaning of "time" (One item mentioned was "the proper time for going to bed.") During this discussion period I asked questions and got the children to relate their own feelings and experiences.

The rest of the day's program was correlated with the theme. Songs having to do with clocks were learned, some of them had hand motions—clapping and pointing. During the rhythm period, the problem presented was "to swing like a grandfather clock." During the free play period, some children drew clocks, cut them out, and pasted hands on them.

*Executing the plan.* The teacher's understanding of children is more important than any specific plan in encouraging learning and growth to take place. Preschool teachers often describe themselves as part mother, part friend, part teacher, and part psychologist. Dr. Dorothy Baruch, a preschool director, describes how a preschool teacher functions:

Mary Ellis, the teacher, sits on one of the low chairs, fresh in a smock of flowered print. She is, as she often expresses it, "Busy with both eyes", one eye on the pad on which she is writing, the other eye on what is happening among the children around her—watchful for occurrences that will call her from observing to entering more actively into what the children are doing. How often she has thought of those most important words "Each child to be guided according to his own needs." How to tell what his needs are? That takes skill and knowledge and—yes, artistry. A teacher must always see a child's needs in terms of as much of his whole self, as much of his whole life as she can fathom. His fears, his defenses—the many things that have happened to him since his birth. Father, mother, sisters, brothers—these are all a part of his life. Often guidance of a child involves seeing him against an interweaving pattern of his relationships to each of his family members and of their relationships to each other.

Mary Ellis looks around. Her glance rests on Selby. Selby has been here just three weeks. "He still sits," Mary Ellis sighs. Selby so far has done just that. He has sat perpetually, just staring out into space. His only words have come in protesting mildly but repeatedly at whatever is happening. "My mother doesn't want me to do it."

His mother has brought him up in his three and-a half years of life as "perfectly" as she has known how. So she has told Mary Ellis. He had been trained early not to wet, he had been trained always to say "please" and "thank you", he had been trained never to touch things in the living room, never to touch things anywhere, in fact, without permission. Poor little mother of Selby, thinks Mary Ellis. She is so fluttery, so insecure, so unsure of herself socially—thrown from life in a country village into a life where she must entertain and uphold certain functions necessary as the wife of a man whose business depends upon his social contacts. No wonder Selby's mother has wanted him to have the politeness and faultlessness which she feels so lacking in herself. Selby will have to learn gradually, and he will learn as he lives with other children in the preschool and his mother comes to see his needs. His mother, too, will be able to understand gradually that children have to investigate and touch, even smell and taste, to become acquainted with the world around them.

But Selby now needs much encouragement. She holds out a hand to him, smiles and says "Hello, Selby. Want to walk with me?" He clutches her hand. Slowly they walk. "See, Selby, those buckets in the sand?" Selby nods. "Those are for you to play with. For all the children to play with." They walk. "See, Selby," she continues and patiently points out balls and wagons, blocks and dishes, paints and clay. "All for Selby to play with. . . that dog too, for Selby." Perhaps if he can cling to the woolly toy dog for a few minutes instead of to her hand. He does, releasing her. Quietly she moves a small table near where Selby stands, dog in arm. A bowl from which the dog may eat is laid on the table, a brush with which to brush him is put beside it. With a final smile she repeats, "All for you to play with." She moves away. And Selby plays. This is his first activity with materials in the preschool. Mary Ellis realizes that at last Selby has taken a step forward, and she is glad. "Come on up," Patsy is calling down to George from the top of the jungle gym.

Mary Ellis can predict George's reply—"I can't."

He never can or rather can but thinks he can't. He has an older sister at home, three years older, a marvelously capable, brilliant child. Naturally he cannot compete. He does not want to. "I can't," his constant refrain, carries over from his three years at home into the preschool.

Mary Ellis sits down beside him, an arm around his shoulders. "Why, George," she says, wrinkling up her nose and grinning. He grins back. "Is sister good at climbing?" she asks in a low, confidential tone. "Awful good," George confides. "That doesn't matter," Mary Ellis says reassuringly. She is glad he is facing it. "You can climb, too. It doesn't matter if you don't do it as well as sister. She is lots older and bigger, you know. She can climb better than you, just as you can climb better than Buster over there." She points to the yard where the two year olds are playing.

Three year old Thelma is painting at the easel. . . in roundish blobs of red. Thelma is talking too, softly and rather rhythmically to herself. It is to this talking that Mary Ellis is listening. It is what Mary Ellis is writing down. "I'm painting a turtle," Thelma is saying, "here's his leg, and 'nother leg and 'nother leg. Here's his tail. . . All the details go in directly over the reddest part of the blob, so that only the roundish form is discernible, the legs and tail lost in the moist redness."

Mary Ellis recalls the shrieks and tears which have come from Thelma for the past six days at the sight of the tortoise, now chained in the far end of the yard, peacefully showing this thick pink tongue as he bites

deliberately at a lettuce leaf Thelma has been literally petrified, stiff with fright, each one of the past days whenever her path has necessitated her going at all near the tortoise She would have nothing to do with him Yet here she is becoming acquainted by projecting his round body, legs, tail, and all onto her paper, projecting, too, her fear out of herself into the world, for she is talking about it now "Big tortoise, naughty tortoise, fraidy tortoise, he's fraidy, ev'yone fraidy" Pause, vigorous strokes, jabs of the brush at the tortoise, a dip of the brush into blue paint, and wide blue strokes viciously annihilating every last inch of the tortoise Thelma has accomplished complete destruction of her enemy She can feel, perhaps, more friendly toward him now Yes, for she goes on to announce to the wind and the trees, to everyone and to no one at all, "I'm not afraid of that ol' tortoise"

"We'll see what we shall see," thinks Mary Ellis Fifteen minutes later she sees The only way to the house for orange juice is past the tortoise Thelma goes past without tears, skirting as widely as she can, but for the first time without tears

Again the pad comes from Mary Ellis's pocket She must write this down in order to keep track of progress and report accurately to Thelma's mother

Over there are Louis and Mollie Invariably they fight when they play together She had better stand near, as they are of the scalping variety She does not want to separate them altogether but rather to give them short chances to learn how to get along with each other Just then her eye catches Madeline Madeline is soaked She will have to go in and change her clothes Mary Ellis is about to say, as she would to most of the children, "You need to go in and change clothes," but she holds herself back If she does that, Madeline will start, then wander off evasively to some thing else Better wait until she can leave Louis and Mollie and see that Madeline actually carries through her request Madeline is being brought up between two fires, Grandmother and Mother Grandmother tells her one thing Mother tells her just the opposite The mother has not yet faced her dependence on her own mother nor that she resents this dependence within herself She is forever giving opposite commands This is her means of asserting independence although she is not conscious of it Madeline in consequence never knows what is what And so, for comfort's sake, she evades everything and ignores requests Finally Louis and Mollie separate, and Mary Ellis can attend to Madeline What next?

It is clear that in the preschool the objective is not merely to provide a place for a child to play, but also to see that his experiences help him to solve his problems of dealing with the world around him

The people who like nursery school teaching like helping children with the "beginnings" of things As one teacher said "Everything is new and alive to children, and so it becomes the same for me" The comments of some preschool teachers provide insight into the satisfactions and dissatisfactions of their work.

Young children are delightful They come to the kindergarten as untrained babies, the kindergarten teacher makes them social beings There is no syllabus to cover, the program is flexible Children are eager to learn

<sup>1</sup> Dorothy W. Baruch, *Parents and Children Go to School* (Chicago: Scott, Foresman and Company, 1939), pp. 390-91, 393-94, 396



and responsive. At this age their work is creative, revealing their innermost thoughts and vivid imaginations. The main problem is keeping everyone in the class interested in what is going on because of the wide span in interest levels. Watching the children accomplish some new and difficult feat is very satisfying. But I must admit that taking off 150 snow suits a week and putting on 300 boots can at times become more than a little monotonous.

Teaching the same thing continuously sometimes gets boring. A teacher should switch grades occasionally, both she and the class would benefit from the stimulation of the fresh material. Also, I feel that daily association with children narrows my own intellectual development.

### MAJOR FUNCTION PRIMARY GRADES

*People served* Six-, seven-, and eight-year-olds make up the primary grade group. The children may have similar or diverse social and economic backgrounds. Like the preschool teacher, the primary grades teacher may have exceptional children in her group.

*Getting to know the needs of individuals served* From a theoretical standpoint, the primary grade teacher needs to know the developmental tasks of middle childhood (6-12):

- 1 Learning physical skills necessary for ordinary games,
- 2 Building wholesome attitudes toward oneself as a growing organism (learning to enjoy one's body, having a wholesome attitude toward sex),
- 3 Learning to get along with age mates,
- 4 Learning an appropriate sex role,
- 5 Developing fundamental skills in reading, writing, and calculating,
- 6 Developing concepts necessary for everyday living—necessary for thinking,
- 7 Developing conscience, morality, and a scale of values,
- 8 Developing attitudes toward social groups and institutions which are basically democratic.\*

Many children who enter the first grade have not attended either nursery school or kindergarten, so the objectives of preschool education are also a part of the objectives of the elementary grades. However, learning to read, to write, and to do arithmetic are the distinguishing characteristics of the primary grades as compared to the preschool program. As one teacher said:

The first responsibility of a first grade teacher is to prepare the child for advancement to another grade by helping him master the compulsory basic skills. If a child should fail to learn to read in the first grade, he will be handicapped throughout the rest of his school years, probably through his lifetime. The teacher feels a sense of accomplishment when she knows she has succeeded in teaching the child how to cope with his subjects.

*Determining a satisfactory plan for meeting these needs* In the primary grades, the teacher's planning for her classes is influenced by the type

\* Havighurst, *op. cit.*, pp. 17-25

of curriculum in the particular school. According to Dean's study, the curriculum of the elementary school usually includes seven broad subject fields: language arts, arithmetic, science, social studies, art, music, and health and physical education.<sup>9</sup> In many schools these are taught as separate subjects, each at a specified time of day, and children are promoted at the end of the year on the basis of their academic achievement. In some primary grades an effort is made to teach a correlated program; although the subjects are taught separately, the same general topic is explored in each area. Still other elementary schools have curricula derived from the children's own life problems. Elsbree and McNally give us an example of the life problem approach:

In working upon the problems selected [pertaining to or respecting property rights or some other life problem], pupils must become facile in skills of number and quantity, and of communication and the language arts. History, science, the arts, sociology, and other "subjects" furnish the resources for solving problems, but are not treated as subjects. The belief is that knowledge in these areas is better and more functionally learned when it is learned for vital purposes related to problems of living. In addition, it is claimed that such a curriculum develops better skills of social living, of critical thinking, of leadership, of research, and the like. Evaluative studies tend to support this point of view.<sup>10</sup>

Another factor influencing the teacher's planning is the school practice in grouping children. Most schools have separate first, second, and third grades. However, about 18 per cent of the schools in the United States have what is called a "primary unit" to permit continuous progress during a period of two or more consecutive years. The favored groupings of grades in the primary unit, according to Dean, are either kindergarten through Grade 3 or Grade 1 through Grade 3.<sup>11</sup> Some schools group children by ability according to their intelligence test scores, or by reading ability as measured by standardized reading tests, or on the basis of the results of several tests (intelligence and achievement) plus school work performance. For instance, a child may be in Group I in reading and in Group II in arithmetic. If he falls behind in reading he may be placed in a slower group. The teacher's plan will take into consideration whether or not she is working with a group of children of comparable ability.

*Executing the plan.* A primary grade teacher's success is based on her relationship to the children, how she feels about them and how they feel about her in return. One elementary school supervisor said he thought the most important attributes a first-grade teacher should have were fairness, affection, love for children, flexibility, enthusiasm, and the ability to give of oneself.

Another first-grade teacher said

<sup>9</sup> Dean *op cit*, p. 51.

<sup>10</sup> Willard E. Elsbree and Harold J. McNally, *Elementary School Administration and Supervision*, 2nd ed. (New York: American Book Company, 1959), p. 110.

<sup>11</sup> Dean, *op cit*, p. 24.

Ability to look at a situation from a humorous point of view and to laugh off petty annoyances is important. One needs also keenness of judgment in dealing with little children, to know, for example, when they are tired and have had enough. She must also have a great deal of patience, because it is necessary to repeat things frequently—children do not always realize the importance of a rule and thus cannot understand why it is enforced. It is also important to be well rounded, to have read a great deal and to be familiar with radio, television and current events because children talk about these things.

The personal qualities of the teacher are the most important factors in teaching success, but a command of teaching methods is essential too. Different schools advocate different systems of teaching. In the traditional system, all students are expected to have mastered a certain body of subject matter by the end of the year. Under such a system, the teacher drills the children repeatedly. If they do not learn the material—whether by understanding or by rote—they are failed and must repeat the grade.

When children are grouped according to their ability, the method of teaching varies with each group. For instance, an advanced arithmetic group may have examples explained and demonstrated and then be given problems to solve, whereas a slower group may need specific objects (paper circles, jack straws tied in bundles, and so on) to represent the units of the problem or an abacus so that they can actually "see" and "feel" the process involved. This method takes longer, but it is better for the slower learners. Some schools use a three-level plan in which there are within each classroom three divisions on the basis of ability, some schools use a five level plan. One teacher who uses the five level plan explained that she doesn't let the fastest group get too far ahead of the slowest group in classroom work.

The first and second groups read on their own when they have finished the regular work. They also have special workbooks and do extra projects. These projects are correlated with the classroom work and have some profit for all the children. For instance, if they are studying food, clothing and shelter in foreign countries as part of a social science unit, the faster group may not only read the material required but also do research on the costumes of other countries and design and make these costumes for dolls with the help of the home arts teacher. All the children in the class can use the dolls to increase their understanding of the unit.

Teaching methods may also include little techniques for handling various situations. One third grade teacher said

When the room is noisy, I often start a little song and soon the class becomes quiet and attentive again. (Anyone coming into the room at that moment would probably think I was losing my mind.) I also use a helper or buddy system, choosing someone who is good in a subject to help one who is not. For drill subjects the children work out games and keep scores. They play store to gain more knowledge in using money. I keep a spelling chart with stars representing each student's spelling grades and use committees of children to maintain bulletin boards. In reading, I use the impromptu play for comprehension purposes. In music, the children occasionally give a concert and invite other primary classes to at-

tend Their paintings are displayed about the room In one corner of the room there is a hobby corner where the children can display things they are doing at home I stress the building of self confidence I do not expect a child to do things he is not capable of doing For instance, when I am assigning reports, to some I say, "You do a report," and to others I will say, "Do one if you wish"

Many student teachers are apprehensive about discipline problems One first grade teacher indicated that

It is when children are looking for something to do that they start getting into trouble So long as you can keep them doing something they enjoy you will have no discipline problem This relates to making a good class plan and getting to know, understand, and love the children

One third grade teacher insists the child finish whatever mischief he has started

The punishment of broken rules is the withholding of privileges or ceasing of activity Every teacher has at least one problem child, and the only way to deal with him is with a firm hand and a lot of patience

Another grade school teacher feels that the best relationship between the child and the teacher is one based on friendship

It is easier to teach a child and guide him if a teacher knows about his family background and home This is especially true in disciplinary cases for the child has to be thought of as a person not as a problem

### COMPARISON OF PRESCHOOL AND PRIMARY GRADES

Now that we have examined the objectives program, and methods of teaching preschool children and the primary grades, the comparisons made by some teachers who have worked at both levels are interesting to note

I prefer preschool teaching because it requires much less outside work (there are no papers to correct at home) Also I dislike the feeling of having to meet a certain deadline—of being compelled to teach the children to read at a given level before the end of the year In preschool I can use more of my own ideas, and I enjoy the informal atmosphere and I like watching the children become more independent in doing things for themselves and learning to get along with others their own age I feel first grade is the most difficult of all because it represents a great change from the informality of kindergarten

I enjoy teaching kindergarten I feel that younger children are too much work—they are not toilet trained and usually not able to dress themselves for outdoors Older children on the other hand demand more patience than I feel I possess But in kindergarten the teacher has a wonderful opportunity for character building She can instill ideas in little children in a much simpler way than she can in the upper classes

I prefer teaching first grade, even though I believe a first grade teacher must be more patient and understanding than an upper grade teacher

The first grader no longer has the complete freedom he once enjoyed, he does not like to sit still and he is not used to working and playing with strange children. The teacher must be kind to the children to relieve the anxiety they feel but she must also create an atmosphere which is different from home so that she can control the class and make learning possible. My greatest reward lies in the fact that the children first enter my class unable to read and write, yet by the time they leave, they are well started on the way to making use of these lifelong functions.

I like teaching second grade because of the second graders' great interest in learning, which leads them to make so much progress in such a short time.

I find teaching the third and fourth grades most enjoyable because these children no longer need constant care and supervision. They are old enough to do things for themselves and to understand basic concepts, but they are young enough to cuddle and love and they haven't yet reached the 'know it all' stage. I also feel that this is a tremendously important period in a child's life. It is usually at this point that a child discovers that he can or cannot do his work better than another, and that he is or is not accepted by the other children. If a child develops an unfavorable self concept at this stage, it is likely to endure for a long time. Therefore it is up to the teacher to encourage and help the slow and the shy through personal talks, group activities, and the like. I feel that to see a child change for the better is a tremendously gratifying experience, and that I learn as much from them as they do from me.

#### OTHER FUNCTIONS

*Teaching with parents* Teachers feel differently about parents. One said, 'Parent teacher conferences are a tremendous help in understanding and guiding children. I feel much closer to and more sympathetic toward a child if I know his home background.' Another said, 'Teachers must be tactful with parents. It is natural for a parent to think that his child is superior to others. The teacher must handle parents skillfully, else she will lose them and the help that can be given the child in an understanding home. Most parents are willing to cooperate with the teacher as they have respect for her. And a third teacher commented, 'Parents, not children, create most of my problems. If a child acts distressed or unruly, I can usually trace it to something which happened at home that morning.' Teachers agree, however, that the desirable approach is to work for a friendly, understanding relationship with parents based on mutual respect for the contribution each is making in the development of the child. In schools where the teachers are aware of the fact that parents often need understanding and help with their own problems—aside from those pertaining directly to the children—an opportunity is provided for both group meetings and individual conferences with parents where they can discuss common problems and try to further growth in the parents' insight into their own behavior.

The teacher and parents have several kinds of contacts. At both the preschool and the first grade level, parents usually visit the school prior to the time the child is enrolled. They often furnish information concerning the child's health, social relationships, and characteristic emotional patterns.

The school, in turn, furnishes the parents with written or verbal reports on the child's progress in school. At the preschool and primary levels, particularly in the first grade, verbal reports—which are considered to be more helpful than written ones—are scheduled at regular intervals.

If the child is having difficulty with school, the teacher may initiate a conference with the parents. Similarly, if the parents respect the teacher's judgment they may voluntarily ask her advice concerning the child's problems at home.

*Maintaining the preschool or grade room.* Maintaining the classroom involves seeing that all of the equipment is in good working order, that it is safe for the children, and that it is painted often enough to keep it looking attractive. Musical instruments should not be jumbled in a box somewhere but arranged on a shelf within easy reach. Dolls' clothes and clothes the children use to "dress up" have to be laundered and ironed as does the bedding on the doll's crib and carriage. Toys need to be washed from time to time. The phonograph must be repaired if necessary, pet animals that have fallen ill must be given professional treatment and those that die must be buried. If the teacher has no janitor to call upon, she must cope with these problems herself. Supplies for the program and food for the children must be ordered. Arranging flowers, gathering leaves, carving a face in a pumpkin, and changing the pictures with the seasonal events are activities of the teacher which contribute to the interest the school has for the youngsters.

*Other duties.* Teachers of young children frequently are asked to participate in community activities by acting as leaders of Girl Scout troops or Camp Fire Girls groups or as teachers of Sunday school classes.

A preschool or primary grade teacher cannot be squeamish, she may need to mop up spilled milk or juice, clean paint or dirt off a child, or clean up after a little one who didn't quite make it to the bathroom.

The teacher's major paper work involves keeping an anecdotal record of each child's behavior—i.e., if Tommy was cross today, the teacher jots down the incident or behavior that revealed his crossness. She does not note something for each child every day, but tries to keep a record of the happenings which give her insight into the child's general behavior, which seem to indicate a trend of some kind, or about which she may want to talk to her supervisor or to the child's parents.

She also keeps records of parent conferences—what she has told the parents about their child or questions she plans to raise with them and their replies. (See Fig. 2-2 for a typical form used to record facts covered

# INTERVIEW WITH PARENTS

Date \_\_\_\_\_

Name of child \_\_\_\_\_ Class \_\_\_\_\_ Teacher \_\_\_\_\_

Area	First Report Date	Second Report Date
Social Behavior		
Work Habits		
Health Habits		
Growth in Curriculum Areas		
Parents' Comments		

FIG 22 Typical form used to record facts covered in an interview with parents

in an interview with parents ) This record helps her make each conference a cumulative one, and it helps her avoid the embarrassment of forgetting the content of earlier meetings

Her anecdotal records are a help at the end of the year when she must make a comprehensive report on each child In the public schools this report becomes a part of a permanent record which is forwarded to his next teacher for guidance in helping the youngster

The public school teacher is required to keep financial records of various sorts These may include records of milk money collections, workbook fees, or donations the children may have been asked to make for some cause In the private preschool, the teacher may keep records of tuition payments made by the parents

Other responsibilities of primary grade teachers which the preschool teacher usually does not have are

- 1 Collecting and organizing bank money and bank accounts,

2. Caring for the library and showing the children how to use it;
3. Teaching a group of older children the part of a monitor whose responsibility is to watch the younger children crossing the streets and into classes from recess;
4. Helping the students to go and come from the school bus each day;
5. Supervising the school cafeteria once a week;
6. Keeping the attendance register (schools receive tax support in terms of the number of pupils attending school each day; hence, keeping this record is a state requirement);
7. Preparing report cards;
8. Taking part in Parent-Teachers Association;
9. Attending teachers' meetings (some of these are organized into study groups that investigate new methods of teaching and review new textbooks so that they are quite helpful);
10. Supervising play in the school yard during recess or before school begins, and regulating the play there so that it doesn't get too loud or too rough;
11. Planning and directing the grade's annual assembly program (in schools that have such programs).

#### TYPICAL DAY: PRESCHOOL

The typical day of a nursery school teacher has been described by Katherine Read:

Our teacher arrives early enough to meet her assistants and confer briefly with them about the schedule and special activities planned for the day. With their help she gets the school ready for the children. One of the assistant teachers mixes paint and sets up the easel ready for use. The other assistant teacher goes outside to open the sandbox and the storage area so that the sand toys, wheel toys, and blocks will be ready when the children arrive. Short-handled shovels for digging stand nearby with the bamboo rakes for raking the leaves which have begun to fall. Lengths of hose and rope hang on the storage shed wall along with two or three small ladders for the "fireman" play which has been going on during the last week or two.

Inside, the piano is open. Some books lie on the table in the reading corner. The housekeeping corner is in order and in the coat room there are clean towels and wash cloths on the hooks. The teacher is near the entrance when the first child comes in with his parent. (The teacher does the health inspection of the children.) It takes about half an hour for the children to arrive and parents to leave, and for the phone calls explaining why certain children are not coming that day.

The teacher decides to go outside . . . leaving the assistant teacher to supervise inside and give help to the occasional child who comes in to use the toilet. . . . It's mid-morning and juice time. The assistant goes in to get the juice. The quieter children are ready to go inside, for it is crisp and cool. They remove their coats before they have juice. The teacher reminds the others that it's "juice time" as they come to a good "stopping place" in activities. . . . Our teacher goes inside. She notices



that Bill has three drums on the floor and is beating each one in turn in a most professional manner. After she takes off her coat the teacher goes to the piano and plays softly in time to his beating. Soon other children join in using other instruments.

After a time the assistant puts clay out on the table and finally some of the musicians have changed to pounding and rolling clay. When the teacher leaves the piano to check with the cook and make out a lunch chart these children move on to play in the housekeeping corner.

The teacher returns and has a chance to sit quietly near the housekeeping corner and make notes of the activity and conversation. Finally she suggests to those few who have not yet been outdoors that it's time to go outside. She gives some help with coats and they go out for more active play.

The time comes in this program to pick up and get ready for lunch. The assistant comes in with the children who have been playing outdoors and gives them any help they may need with their wraps. They have parked their tricycles and transported the blocks back to the storage area before coming in.

The teachers help quietly and encouragingly. As the children finish they go into the toilet room where one of the assistant teachers is ready to help.

Our teacher selects some books and arranges the story corner. She is ready to read as the children start coming out after toileting and washing.

It is a quiet period and the second assistant who has finished helping in the coat room goes to the rest room to prepare it for the children. She is ready there to help them come in quietly and settle down for a rest when the story period is over.

During the rest period one assistant sets the table with the cook's help. Lunch itself is another busy period as children and adults share a meal together. Not only the food but the social situations are engrossing. After lunch the parents call for the children. The school day is over.

Our hypothetical teacher and her assistants check the school cleaning paint jars moistening the clay straightening out the doll corner and the toy shelves putting paintings away etc. Then they sit down for a short staff meeting to discuss questions about situations which occurred during the morning how the dispute over using the wagons might have been settled what Mary needs to increase her confidence the developing relationships between quiet Dave and Eric who is always ready to defy adult authority. The assistants leave and the teacher prepares for a conference with a parent who will be coming in soon.<sup>12</sup>

### TYPICAL DAY PRIMARY GRADES

Primary grade children spend about six hours a day in school. One teacher described the time distribution of a typical day in the first grade as follows:

9 00- 9 30

Children enter the classroom and hang up their clothing on assigned hooks. They take their seats empty their school bags and place them under the chair. They rise and sing *America*. Attendance is taken milk money collected and announcements made. This particular class has an Experience

<sup>12</sup> Katharine H. Read *The Nursery School: A Human Relationships Laboratory* 3rd ed. (Philadelphia: W. B. Saunders Co. 1960) pp. 34-38.

	Chart" which records domestic or world events affecting the lives of the children. New experiences are recounted to the class by individual children and entered on the chart.
9:30-10:00	Free play period: each child works on his own projects.
10:00-10:20	Recess; "milk time."
10:20-11:00	Language arts: reading, handwriting. Also spelling (from second grade on) and written compositions (in third grade).
11:00-11:10	Recess.
11:10-12:00	Work on numbers presented through a theme of interest in social studies or nature studies.
12:00- 1:00	Lunch hour and play.
1:00- 2:00	Music, art.
2:00- 2:10	Recess.
2:10- 2:30	Group work: children draw pictures, play quiet games.
2:30	Excused.

#### EMPLOYMENT OPPORTUNITIES

The greatest number of opportunities for teachers of young children exist in the primary grades, and there are more opportunities for kindergarten teaching than for nursery school teaching.

Turnover rate is high in this field, and many localities have not yet managed to expand preschool and primary educational facilities in proportion to the increasing population. One can judge the extent to which the demand for teachers exceeds the supply by the frequency with which uncertified teachers are hired and by the number of emergency summer programs which prepare candidates for certification as teachers the following fall.

The major geographic consideration in teaching young children is that nursery schools are found more frequently in cities than in small communities.

The home economist interested in teaching young children competes with students who have graduated from a school or college of education. The home economist's special strength as a teacher of young children is her specialized study of child development and family relationships. The school of education graduate is apt to have had more courses of general education and more work in theories of education and methods of teaching.

All three levels of teaching are open to married women. Some schools grant married women leaves of absence when they are pregnant. Some schools will even grant a three- to five-year leave of absence for those who want to raise their children to school age before returning to teaching.

Through substitute teaching, a woman may demonstrate her ability to the principal and thus obtain a regular teaching assignment. Substitute teaching is also helpful to a new teacher because it helps her to learn various approaches from many different regular teachers and to sift out the ones she considers best and incorporate them into her own methods. In some cities the term *substitute* is used even for a teacher who is hired for a whole year.

### PEOPLE WITH WHOM ONE WORKS

*Employer* It is desirable for both the principal and the department head for the grade level to participate in the public school teacher employment interview. Practice varies, however, and the applicant may see only the superintendent of schools or a member of the board of education.

In private schools the applicant would normally be interviewed by the director of the school and possibly by a member of the school board of directors (if there is one).

*Others* In schools which hire only certified teachers, the education of one's co workers would be comparable to her own. In private preschools the other teachers might or might not be trained. A person with special education in child development may find it frustrating to work with those who do not feel as she does about the significance of early childhood education, or who do not have her insight into children's behavior.

### PHYSICAL ENVIRONMENT

Primary grade classrooms usually consist of a single large room, but many nursery schools and kindergartens have several rooms and an outdoor play area. A student visiting a kindergarten described it as follows:

The building was outmoded but the kindergarten was very cheerful. There were a few low tables and chairs in the room—all on a smaller scale, designed to meet the needs of children. There were brightly colored pictures on the wall, vases of flowers, pots of plants and colorful blocks, books and toys. There was of course a piano, and even a phonograph and some children's records. Little easels and painting and drawing equipment were out and ready to be used.

In one corner of the room was a playhouse with a table, chairs, bed, dishes, cooking utensils, a play stove and play washing equipment. There was also a jungle gym outside and Peter, a pet rabbit.

Other things one might find in the preschool are a sink, cupboards, blackboards, closet space, a lavatory for the children, canvas cots, bulletin board space on which pictures might be displayed. If all of the activities are to be carried on in one room, it is helpful to have a special part of it reserved for reading and for other quiet activities such as puzzles and clay modeling while another section may be devoted to noisier activities. One corner may be dedicated to "science" and contain an aquarium and

other objects the children may bring from the outdoors. In the play yard may be found swings, slides, and wheel toys.

### SALARY

Salaries for nursery school teachers are relatively low, this was mentioned by a number of teachers as a disadvantage of the work. Furthermore, private preschools seldom offer any of the fringe benefits found in public schools. Some married nursery school teachers commented, however, that the salary for part-time teaching seemed commensurate with that amount of time, and they considered their salaries only supplemental to those of their husbands.

Kindergarten teachers are on the same salary scale as primary grade and other elementary teachers so that there are regular increases for length of service, additional training, and quality of teaching. The salary scale depends upon the wealth of the community, and the willingness of people in the community to pay the taxes necessary to have good schools.

Teachers of young children sometimes supplement their salaries by working as directors of summer camp programs, or even by owning and operating a camp themselves.

### HOURS

Nursery schools normally operate for a two-and-a-half or three-hour period. The nursery school may have two groups—one in the morning and one in the afternoon.

Kindergarten in public schools typically is in session from 8:30 AM until noon.

Primary grades may be held from 8:30 AM to 3:00 PM or from 8:45 AM to 3:15 PM or some other six-hour period. One teacher commented that while this is her official day, "[her] youngsters are always on [her] mind. Walking down the street or looking into a store window can bring them to mind, and perhaps inspire a new project." Another said, "Many primary-grade teachers prefer to do the work of mixing paints or re-establishing a moderate degree of orderliness during the noon hours, enabling them to leave for home almost immediately after school. Others prefer to rest during their noon period and to stay after school hours."

### VACATIONS

With summer vacations and the legal holidays, according to Dean's study, public elementary schools are in session between 175 and 180 days each year.<sup>11</sup>

There are no set periods during which private preschools must be open. However, for the convenience of those parents who also "have children

<sup>11</sup> Dean, *op cit*, p. 39.

of regular school age, preschool vacations tend to coincide with those of the public schools. One exception is the summer nursery school, which is operated during the normal vacation period of the public school.

### SECURITY

Teachers in the public elementary schools usually can earn tenure rights. Teaching in private schools has more risk—including the possibility that the school may cease to exist.

### ADVANCEMENT

*Within the organization* The major opportunity for advancement for nursery school teachers is to become the director of a nursery school. The director usually teaches, but is also handling relationships with parents, publicizing the existence of the nursery school in order to promote its use, and handling the financial responsibilities—paying the teachers, buying new equipment, and supervising the maintenance of the nursery school in general.

In kindergarten and the primary grades, teachers can advance to become principal of the elementary school or supervisor of kindergartens or primary grades in a given district.

*Similar organizations* It is possible for a person in this field to own and operate a private nursery school or kindergarten of her own. Some of the additional concerns one assumes are illustrated by this report.

I take children from two to five years of age in groups of twenty five to thirty mornings and afternoons. Ten to twelve of these children stay throughout the day. The hours are long. Parents call in the evenings about problems or just to discuss the child's progress. Lunches for the twelve who stay all day must be prepared and the juice and cookies for refreshment time prepared. Preparations for the children's activities must be made. At night I do my accounting, type out bills, and pay the bills connected with the nursery school.

I pick up and deliver the children in a large station wagon which is expensive to operate. I must pay my assistant. Utilities and food are expensive. On the other hand, through operating the nursery school I have paid for my home (which was designed to accommodate the school) and for the station wagon and I have the satisfaction of having my own business enterprise.

### RELATED OPPORTUNITIES

*Day care center* The typical day care center is concerned with a nursery school type program intended to care for preschool children whose parents must work. The funds for the center's support may come from several sources, including the Community Chest, donations from civic minded individuals or organizations, and—in some cases—from the state government. Parents usually pay a small fee based on their income.

The day care center usually operates from 8 30 AM until 5 00 PM, so that parents can leave the children on their way to work and pick them up on their way home. The day care center is administered by a board of directors of private citizens who help in planning the budget and raising funds to support the center. A day care center normally accepts children of all racial and religious denominations. A major criterion for selection is the economic need of the family.

The program of the center is similar to that of the nursery school. The major differences are that a luncheon meal as well as morning and afternoon refreshments must be served. There are also additional problems that come from having young children in a group-living situation for such a long period of time. Meetings with parents for the sake of parent education must be held at night.

*Classes for exceptional children* Another related opportunity exists in communities where there are special classes for exceptional children. Usually it is necessary to have included some course work related to methods of teaching these children to qualify for such a position. There may also be state certification requirements for this work.

#### EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

It is important to identify the various kinds of teaching certificates which exist in the different states. For example, in New York State there are three different certificates: one for elementary school grades 1-6, one for kindergarten through Grade 6, and one for Early Childhood Education (described as including nursery school, kindergarten, and Grades 1-3). Sometimes a student can plan her program so that she can fulfill the requirements for more than one certificate.

*Courses* To illustrate the type of professional courses a student preparing to teach young children takes, the New York State elementary school certification requirements follow:<sup>14</sup>

The candidate shall have completed a four-year curriculum approved for the preparation of elementary school teachers leading to the baccalaureate degree (or approved equivalent preparation) including 36 semester hours in appropriate professional courses, 12 of which shall have been in observation and supervised student practice teaching in elementary schools. The schedule which follows will be used to appraise the said 36 semester hour program.

FIELDS	SEMESTER HOUR RANGE
1 Observation and supervised student practice teaching in elementary schools including conferences on teaching problems	12-15
2 Elementary school methods and materials. A balanced	

<sup>14</sup>The State Education Department, *Certificates for Teaching Service, Certificate Valid or Teaching Common Branch Subjects* (Albany, N. Y.: The University of the State of New York, effective September 1, 1962), pp. 1-2.

## FIELDS

## SEMESTER-HOUR

## RANGE

program in methods should be offered Courses in general elementary school methods, methods as applied to the teaching of each of the common branch subjects (language arts, arithmetic, social studies, science), directed study in the elementary school, the elementary school curriculum, elementary school tests and measurements diagnostic testing and remedial treatment in elementary school subjects, the activity program of the elementary school the integrated program of instruction in the elementary school, and such other courses as relate to the field of elementary school methods and materials will be accepted toward the satisfaction of the method requirement Methods of teaching special subjects such as music, art, physical education, etc., will not be accepted toward meeting minimal requirements Such courses may be offered for credit beyond the minimum of 8 semester hours

8-12

- 3 Psychology for teachers and child development or child psychology A course in child psychology or development must be included in the minimal requirements of 6 semester hours Courses in educational psychology, psychology of learning, psychology of thinking, psychology of elementary school subjects, psychology of the preschool child, the individual pupil, case studies in the behavior problems of children, mental and social adjustments, the measurement of intelligence, mental hygiene and such other courses as relate to the application of psychological principles to the learning and development of the elementary school child will be accepted toward the further satisfaction of the psychology for teachers requirement

- 4 History, principles, problems and/or philosophy of education

6-10

2-6

The thirty six hours of professional education courses specified would constitute about one fourth of the total work taken by the student in college The rest of her college courses would be determined by the graduation requirements of the particular college and any courses the state might specify in addition to the professional education courses

Teachers' comments about their college courses indicated that the most helpful ones were those which included actual observation of children or observation of teachers working with children, courses in methods of teaching reading, phonetics, arithmetic, science, and writing, participation in the classroom with children, and actual practice teaching

Courses in art, music, and children's literature are important too There are differences of opinion as to how important it is to be able to play the piano Some teachers feel it is essential, others feel that it is possible to get along with phonograph records Other courses teachers felt had helped them included food for the preschool and school age

child, public speaking, dramatics, psychology—(particularly in the area of testing since teachers often administer and score psychological tests), sociology, science, and work in visual aids (including learning how to run a movie projector, since film strips may be used in primary work)

Home economics students learn a great deal that is helpful in working with children in addition to child development and family relationships. Courses in household management help them to understand the mother's problems in trying to keep her home running smoothly while considering the needs of her family, courses in housing and design or related arts contribute to one's general art background, and principles of decoration and design can be applied to the planning and decorating of the classrooms.

*Extracurricular activities* Volunteer work with children's groups in the community is the most helpful. These groups might include Girl Scouts, Camp Fire Girls, community houses, the children's ward of the hospital, or the public library.

*Summer experiences* Working as a counselor in a sleep away camp is an excellent way to learn about children. By serving for several summers it is possible to get experience with different age groups, and this helps the counselor decide which age level she prefers. Working at city playgrounds or in the recreation program of a settlement house offers similar experience. Working as a mother's helper and living with a family during the summer (helping to feed, clothe, and supervise the children) is extremely valuable. This gives one a chance not only to observe the child—his successes, his frustrations, and the effect of them on his eating, sleeping and other habits—but also to observe the parents and how they interact with the child and the effect his behavior has on them. Working in a children's library—particularly assisting in the story-telling hour—is helpful. One teacher mentioned the value of summer travel because vivid, first hand experiences help in telling the children about different places.

*Part time work* Babysitting also provides opportunities to observe children. Working for the Departments of Child Development and Family Relationships, Psychology, or Sociology can enlarge one's awareness of areas of research. If the college operates any special services for children (such as a remedial reading center), it would be worthwhile to accept any kind of position which will make it possible to listen and learn more about exceptional children.

#### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

An advanced degree is not necessary to teach in preschools, but it does qualify a person to teach in a college demonstration nursery school or to do college teaching in the field of child development and family relationships or elementary education.



Advanced degrees normally bring automatic salary increases to the teachers who are in the public school system

### PROFESSIONAL ASSOCIATIONS

There are three national associations of nursery school and elementary teachers the National Education Association, the Association for Childhood Education, which is made up largely of classroom teachers, and the National Association for Nursery Education, whose members come not only from the teaching fields, but also from medicine, psychology, and other professional groups interested in the total welfare of the nursery school age child

### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

The following professional journals are some which are particularly helpful to teachers of young children

- Child Development Abstracts and Bibliography* Lafayette, Ind Child Development Publications of the Society for Research in Child Development, Inc An index of articles in various publications See sections on "Education" and "Mental Health"
- Child Study* New York Child Study Association of America, Inc A quarterly journal of parent education
- Childhood Education* Washington, D C Association for Childhood Education International For those concerned with the child from two to twelve years
- Children* Washington D C U S Children's Bureau A professional journal on services for children and on child life
- Elementary School Journal* Chicago University of Chicago Press
- Grade Teacher* Darien Conn Educational Publishing Corporation National magazine for elementary teachers
- Horn Book* Boston The Horn Book, Inc Books and readings for children and young people
- Instructor* Dansville N Y F A Owen Publishing Co For teachers in the elementary school
- National Educational Association Journal* Washington, D C National Educational Association
- National Parent Teacher* Chicago National Parent Teacher Association The magazine of the Association
- New York State Education* Albany, N Y, New York State Teachers' Association
- Parents' Magazine and Better Homemaking* New York Parents' Institute, Inc A family home guide
- Progressive Education* Urbana, Ill The John Dewey Society, University of Illinois
- School and Society* New York Society for the Advancement of Education, Inc
- School Life* Washington, D C U S Department of Health, Education, and Welfare Official journal of the U S Office of Education
- Understanding the Child* Lancaster, Pa National Association for Mental Health A magazine for teachers

Many of the women's magazines carry excellent and timely articles on children, school, family and community conditions, health, and other subjects applicable to teaching. For example:

*Ladies' Home Journal*. Philadelphia, Pa.: Curtis Publishing Co.  
*McCall's Magazine*. New York: McCall Corporation.

## Social Casework

### EMPLOYING ORGANIZATION

Every society in history has numbered among its members people who are physically handicapped (crippled, blind, deaf, dumb, aged), chronically ill (as with cancer, poliomyelitis, cardiac diseases), mentally deficient (imbecilic, idiotic, or feeble minded), emotionally inadequate (psychotic or severely neurotic), socially inadequate (criminal or delinquent), or unable to support themselves (unmarried, deserted, or widowed mothers of dependent children, or able bodied men who cannot get a job), and children who have been orphaned, abandoned, neglected, or abused.

Such people have been—and still are—cared for by their own families, by wealthy, philanthropic individuals, and by private and public agencies of one sort or another.

The kind of help given by agencies is similar whether the agency is private or public, but agencies differ in the number of kinds of problems with which they deal. Although there is no uniformity in the titles of the agencies from one community to another, the three most common types of agencies deal with child welfare, family service, or public assistance.

*Objectives* These organizations exist to try to help people cope with their problems. As one social worker said:

The aim of all social work is to help the individual to accept the things that can't be changed, to change the things that can be changed, and to live with reality.<sup>1</sup>

Behind this willingness to help is the philosophy of social work

the conviction that whatever serves the welfare of the individual serves the welfare of the community, too. Assistance of whatever kind is to be considered not as a palliative or a stopgap, but as an investment in human beings, a means whereby, with help, individuals may discover and develop their capacities for satisfying and useful living.

<sup>1</sup> Unless otherwise noted, the indented comments in this chapter are paraphrased statements obtained from social workers who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, N. Y.

This applies to all those who look for help beyond themselves and their family<sup>2</sup>

*Sources of financial support* Private organizations such as the American Red Cross and numerous religious organizations are supported by contributions and/or membership dues. They may also receive money from contributions made through Community Chest or United Fund campaigns. They may also charge fees for their services. For example, the Family and Children's Service Center is a private institution that maintains the standards of the Child Welfare League of America and the Family Service Association of America. It does not collect fees except in cases of adoption. For adoptions the fee is scaled to fit the income of the couple involved.

up to \$5000 per year	no fee
\$5000-\$6999	\$250
\$7000-\$9999	\$350
\$10,000 and over	\$500

Public organizations are supported by taxes—county, state, and federal. Before 1933, private agencies and local public agencies had handled most of the welfare work, but the depression of the 1930's left so many people in need of financial help that existing agencies could not handle the situation. This experience alerted succeeding presidents and legislators to the need for workers to be provided with income during periods of unemployment, after retirement, and during periods of temporary or permanent disablement or illness. The Social Security Act of 1935 was the first act to provide federal funds (in addition to state and/or local government contributions) to be distributed through public agencies for welfare purposes.

An agency may operate on both private and public funds. For example, Sheltering Arms, an agency for the placement of children in foster homes, is a small Protestant agency subsidized by the Department of Welfare. The Department pays board for the children placed in foster homes.

#### PLACE IN ORGANIZATION STRUCTURE

County offices of public agencies usually operate under the supervision of an elected or appointed public welfare board which represents the citizens of the community and makes the major policy decisions. The person actually responsible for the day-to-day administration of the agency is often called the director. He may be selected by the board or he may be a political appointee. However, the people who carry the brunt of the agency job are the social caseworkers themselves and their

<sup>2</sup>A. E. Fink, *The Field of Social Work*, rev. ed. (New York: Holt, Rinehart & Winston, Inc., 1949), p. 74.

immediate supervisors. In a large agency (as Fig 31 shows) there may be several consultants operating in a staff capacity. These may include a psychiatrist, a psychologist, and a home economist who is a specialist in the area of budgeting and helps caseworkers determine suitable allowances for needy families. Home economics graduates may also be employed as caseworkers.

The county agency director reports to a state commissioner of welfare activities. The state usually operates institutions for criminals, the deaf, dumb blind and mentally deficient, supervises local welfare offices and evaluates their effectiveness through research, and licenses old age homes, foster homes, nursing homes, and other services. The state commissioner, in turn, accounts to the U S Department of Health, Education, and Welfare for the use of federal funds the state has received.

Voluntary agencies are organized in a similar way, but the board of directors for each is composed of members of or contributors to the particular agency.

### POLICIES AND STANDARDS

Welfare agency decisions about policies and standards include determining the agency's scope of activities. What kinds of cases will it handle? With how many kinds of problems will it attempt to help a given individual? Usually a person does not have just one clearly defined problem, he has a number of overlapping ones. Where will the agency try to help the individual—in his own home, in an institution, or in the protective custody of some other person? How high must the standards in the person's own home be for the agency to feel he can be helped without being removed from that environment? How much financial

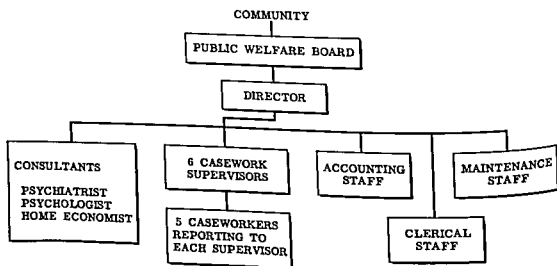


FIG 31 Organization of a county welfare agency

help shall the agency give an individual? How much help is enough to provide relief from the situation but not discourage personal effort? Should a person who manages very well get less than someone who does not, even though the degree of need is the same? How will people receiving financial aid be supervised? What shall the agency do when it finds that a person has misrepresented his situation?

Some policies and standards are prescribed by law for public agencies, others are decided upon by the board, the director, the supervisors, or the caseworker himself.

#### MAJOR FUNCTION: CHILD WELFARE DEPARTMENT

*People served.* The most important people served by a child welfare agency are:

1. Children for whom a home away from their natural parents must be found for any one of a variety of reasons: one or both parents may have died and there is no one to care for the children, the father may have deserted the family so that the mother has to work, or chronic unemployment, mental deficiency, illness, or emotional problems of one of the parents may make it seem undesirable to have the child in his own home.
2. Children who need to be protected from neglect or abuse. (In one case, a small toddler had been left alone in its crib all day while both parents worked. In another, a cancer-ridden mother, driven wild by pain, brutally beat her children.)
3. A child who has broken the law may be placed on probation rather than being sent to a reform school and be ordered by the judge who heard his case to report regularly to a social worker for counseling.

In these cases, the parents as well as the children are served. The cases come to the attention of the agency in three ways: on a voluntary basis when the parent comes in of his own accord and seeks help, by force of a court order, or by notice from someone outside the immediate family such as a neighbor, school authorities, clergymen, doctors, lawyers, or the police.

*Getting to know the needs of individuals served.* In any kind of social welfare agency, the person who gets assistance must apply for it. The adult in the case is interviewed by an "intake worker" and fills out an application blank. The intake worker asks questions about the environment of the person or family involved and tries to get a clear understanding of the nature of the problem. If the person came to the agency of his own accord, the information will probably be supplied willingly; in other cases, the person may resist the caseworker's questions. As one caseworker explained:

People who are forced to come are disinterested in the agency's services and distrust the social worker. Therefore, the social worker's first task is to gain the confidence of the client. Showing the applicant that she is sincerely interested in his problem and listening intently to what he has to say before speaking herself will help him forget his distrust and give him faith in her decisions and suggestions. It may take several interviews to get a true picture of the underlying causes responsible for the family's problem since some people may be ashamed of their actions and will not confide in the social worker until they know her better.

In some cases the worker may visit the home of the applicant before a decision is made. Observing the child who is being affected by the present situation in his home can add further knowledge about the situation. What is his physical condition? Are his social responses normal? What is his attitude toward school? What sort of grades is he getting? What are the child's feelings toward his parents, brothers, and sisters? (Interviews taking place away from the agency office are known as "field work." Caseworkers usually have certain office days and certain field days each week. Usually a car is provided for their field visits.)

The intake worker does not always rely solely upon the interviews with the applicant. She often contacts relatives, ministers, employers, or neighbors who are interested in the client's family and who may be able to give her some information concerning their home life. If the applicant disapproves of such action, the social worker must use her own discretion concerning outside contacts.

Not only the adult involved but the child too is interviewed. The worker tries to learn something of the child's personality and at the same time help him to understand the situation he is in.

One caseworker observed that the most rewarding part of her job came when she established a friendly, companionable relationship with one of the children.

It is much harder to do with those cases when the child comes to the interview and doesn't say a word. In other cases, the child will rant and rave and accuse the caseworker of being like all the other adults with whom he has come in contact during his life. If the child is allowed either to remain silent or to talk to his heart's content, he learns that his caseworker is not the usual type of adult. He will realize that his caseworker is his friend. He gains respect for the worker and begins to talk about his problems. He also learns to accept advice and criticisms from the worker. If the child is young, the interview may be held over a chocolate soda or while taking a walk. If the person is a teenager he often prefers the more businesslike atmosphere of the worker's office. The social worker helps the children realize that their situation does not mean that they are unwanted, and that their individual problems are similar to those of many other little boys and girls.

*Determining a satisfactory plan for meeting these needs.* In cases of reported neglect or abuse of a child, the caseworker calls on the parents

to inform them that the report has been received (She never reveals the name of the person who reported them) This conference must, of course, be handled delicately because of the seriousness of the charge. The caseworker questions the parents about the circumstances. As one might expect, the parents' first reaction is usually anger because, despite their behavior, most parents are much fonder of their children than the charges make them appear.

The objective of the worker is to help people in trouble assume responsibility for their own feelings and actions. She does not solve the client's problem for him, she helps him to explore possible solutions to his problem, and acquaints him with various sources of help in the community. For example, in the cases referred to (see p. 43), the caseworker found the young parents of the abandoned child were desperate for money and completely ignorant of available free day care services. The caseworker advised them of these services, and the next day the child was enrolled in a day nursery. The cancer-ridden mother was referred to a public assistance agency which paid for her to receive medication to ease the pain.

The caseworker who serves as a probation officer helps the child to understand what his probationary status means and through counseling tries to help the child assume responsibility for what he is and does.

The agency explores every way possible to help the parents to maintain their own home. If the home problem can be solved by having the mother work during the day, the children may be placed in a day nursery. This is true for children under three years of age usually. Some agencies are experimenting with a plan whereby older children stay with a foster parent during the day but return to their own home in the evening.

Some agencies offer homemaker service when the mother is going to be away from home temporarily, leaving the father (if there is one) and the children to manage. The mother may be going to the hospital, or she may need time to look for employment. The homemaker service consists of a number of women whom the agency has hired and trained. These women perform all the household duties normally taken care of by the mother. The family receiving this homemaker service pays the agency a fee, the agency pays the homemaker. This service permits the family to remain together, and—when there are two or more children in the family—makes it more economical for the agency than placing them in an institution and paying the cost of keeping them there.

If the children must be placed in a foster home, the caseworker tries to locate a suitable one. Many people apply to be foster parents, but the worker tries to find a home that will particularly suit the child, hence, she may appeal to doctors, ministers, or school authorities to suggest families who might take a foster child. Experience and intuition are necessary in making the choice of the right foster home. The case-



worker must be able to understand the child's needs and wants and must also be able to find a way to satisfy them. Sometimes a child will feel more comfortable in a home where he will be the oldest child and have some feeling of maturity. A social worker has to "feel" her way through several cases before she knows that a certain course is the only one to follow.

In foster home placement the child stays with a woman or a married couple and the welfare agency pays the foster parent(s) a given sum per month for the child's support. The ultimate objective is to have him return to his natural parents when the problems in his own home have been worked out. Before placing the child, the caseworker takes him to visit the prospective home. This serves two purposes: it eases the child's apprehension about the coming change and it gives the foster mother a chance to decide whether or not she wants this child.

A child welfare agency may also provide adoption service. Children available for adoption may be the children of unmarried mothers, the children of married women by men other than their husbands, or children from broken homes whose parents want no further contact with them. Caseworkers assist the child, his parents, and the adoptive parents. The home of the adoptive parents is investigated in much the same manner as a foster home. After the child is placed, the agency keeps in



A caseworker meets with a foster mother in order to place another child in her home. (Photograph courtesy of the Westchester County Department of Public Welfare.)

touch with the adoptive parents for a period of time, usually six months to a year, to see how the parent-child relationship is working out. Only at the end of this period does adoption become final legally, thereafter the agency has no further contact with the child.

Where unmarried mothers are involved, the agency may provide a place for the mother to stay during her pregnancy. Unmarried pregnant women may go to the agency themselves for help or they may have gone to their clergyman or doctor who referred them to the agency. The mothers may either keep their babies or give them up for adoption. Naturally, most of the mothers are very confused, and need a great deal of help in thinking through their situation. It is the caseworker who provides such help.

*Executing the plan* Visiting the child after he is in a foster home, helping the foster parents with their adjustments, and working with the natural parents, are responsibilities the caseworker has after the child has been placed. In many cases, a conflict will arise between the parents' needs and the child's needs. The caseworker must see that the child's needs are cared for and that nothing else interferes with this care.

She tries to instill self-confidence in the foster parents. She emphasizes the importance of their behaving as natural parents. She also helps the natural parents adjust to the new arrangement. When the court allows the real parents to visit their children, she arranges these visits.

The caseworker may perform some parental duties for the child, such as taking him to the dentist or the doctor, visiting the child's teacher or just visiting the child—sometimes taking him outside the home where he can feel free to express his true feelings about the new arrangement. State law prescribes the frequency of such visits.

Although working with people is the satisfying part of the caseworker's job, people can be frustrating too. One caseworker said that the frustrating aspect of her work concerns parents who become very upset when their children are ordered by the court to be taken away or to be counseled.

They won't admit that they have problems. Then, after the counseling has gone on for some time, they get very critical when they cannot see any change in their children's behavior. Parents are also constantly running into the office to complain about one thing and another. This is often a bother because, unless the parent has a real reason for coming, it takes time away from the children who may need more help.

Foster parents present problems too. They become worried that they are the cause of the child's not behaving better and wish to have the child placed in another home.

The children themselves sometimes bring disappointments.

Everything seems to be going along well and then something pops. For instance, one boy had had a series of good reports. Then his class at school visited a bank one day, and he walked out with some articles

he had picked up. On the other hand, a child may bloom in the foster parent's home. And one important move by the caseworker may provide the child with enough love and security to bridge two pieces of his life together into a happy and successful movement toward becoming a well-adjusted adult.

### MAJOR FUNCTION FAMILY SERVICE AGENCY

*People served* The purpose of the family service agency is to help adults meet situations which are beyond their ability to control at that particular time. The family service agency helps people of all socioeconomic levels.

*Getting to know the needs of individuals served* As is the case in child welfare work, an intake worker discovers the nature of the problem in an interview with the person seeking help. The Community Service Society of New York City summarizes the problems of adults they serve as

- Married couples worried because they
  - are being drawn apart by serious differences
  - can't discuss things with each other
  - bicker constantly
  - disagree on disciplining the children
  - need to budget their income but don't know where to begin
- Parents concerned because their children
  - don't get along in school
  - have trouble making or keeping friends
  - stay out until all hours

Elderly men and women for whom the future holds more dread than promise

Adults, concerned about the care of a chronically ill or elderly relative

Men and women of any age who feel they are struggling unsuccessfully against the stresses of day to day living\*

*Determining a satisfactory plan for meeting these needs* Personal interviews constitute the core of the procedure when working with adults. The goal is to help the person understand his problem with all of its implications, and to help him work out a constructive solution. The worker tries to help the client formulate personal goals that are possible for him to attain. Community resources—i.e., a medical clinic, mental health facilities, settlement houses—are recommended where they are appropriate. One caseworker described one of her cases as follows:

A man lost his job and was unable to meet his ongoing expenses. His wife wanted to work. The change in their status made it difficult for them to get along together. I had counseling sessions with the husband to help him get over his injured pride, and another worker saw his wife to help her handle her feelings of resentment. I referred the man to an employment agency for help in locating another job and to a public assistance agency for money to "tide them over" until he did get a job.

\* *Before Trouble Piles Up* (New York: Community Service Society, n.d.)

*Executing the plan* As Stroup explains, the social worker helps the individual assume responsibility for himself

The dynamics of the social work process are also based on the concept that the persons concerned should take the initiative in meeting their needs because no social caseworker can even pretend to know the "right" solution to every problem. Secondly, the worker realizes, as a result of his experience that people do not usually like to take advice, and when they do take advice it is successful only insofar as it agrees with their preconceived ideas. The chief concern of social workers today is that individuals assume responsibility for themselves since it is only by this means that people can grow in understanding and effectiveness. If the person is simply told what to do the chances are that the next time he faces a problem he will have to be told again. If however, he tackles the particular problem himself, he will gain insight and practical experience that will stand him in good stead when future problems arise. Not until the person has made a genuine decision about what he wishes to do and how he wishes to do it has he understood the real meaning of growth.<sup>4</sup>

*The social worker helps the client by the nature of her attitude toward him as it is manifested during their counseling sessions*

The importance of the quality of the relationship is shown particularly in casework. In many cases the client will have contradictory feelings about his problem and a worker who makes judgments about the moral implications of the problem or the solutions made by the person in need will be of little help. But if the worker is able to accept the client, his values, his mistakes, his emotional contradictions and his uncertain solutions with a calm assurance that deeply respects his dignity, there may come about a release of tensions, anxieties, guilt feelings, and fears which hitherto may have immobilized the person. Quite often in social casework, the actual problems persons face are hardly more important to them than the feelings accompanying the problems.<sup>5</sup>

Another caseworker tried to explain how she works with a client

They must find the answer to their problems themselves and be willing to try it on their own. If I told them what to do they would fail in the attempt or reject my solution. I can only guide them. One young man came in who had never been successful at anything in his life. As much as he hated himself for his inadequacies, he couldn't help but blame the world too. He was afraid to try anything new or to leave his family to be on his own. He is now gaining more confidence through trying things that he himself has thought of. I have only agreed with him or helped him to carry out his own ideas. A caseworker must be able to control her own feelings but be honest in recognizing them for what they are. I get annoyed with myself for wanting to push people faster than they can go, for then they only get discouraged and I must start over again.

Another caseworker commented on the social work process indirectly in mentioning her satisfactions and frustrations as a caseworker in a family agency

<sup>4</sup> Herbert H. Stroup, *Social Work: An Introduction to the Field*, 2nd ed. (New York: American Book Company, 1960), pp. 20-21.

<sup>5</sup> *Ibid.*, p. 22.

You really get to know people, and find that the same dynamics function for all, regardless of the socioeconomic status. The knowledge that you have played a part in aiding an individual or family to solve its problems is very heartwarming. And there are always some that you feel you didn't help, and find out that you really did, though it wasn't apparent at the time.

The frustrations are the shortage of time, money, and staff. The hardest part of this job is learning to accept your own, your community's and your client's limitations. You must realize, understand, accept, and respect that person's right to be himself with his own limitations. You must help people make the maximum use of their own strengths in patterns that are acceptable to them.

#### MAJOR FUNCTION PUBLIC ASSISTANCE AGENCY

*People served* The people served by public assistance agencies are seeking financial help. The Social Security Act of 1935 provided that money from federal taxes, as well as state and local taxes, could be given to help dependent children and people who are sixty five years of age or over, blind or permanently and totally disabled. General assistance, sometimes called "home relief," is another classification which is used for those cases which do not fit into the other four categories. (Federal funds may not be used for home relief.)

*Getting to know the needs of individuals served* Soon after assistance has been applied for, the agency worker (who is frequently called an "investigator") determines eligibility by interviews conducted in the office and at the applicant's home. Home visits are valuable since the investigator can determine the condition in which the dwelling is kept, the number and condition of major and minor appliances the family is using, and the quality of the family's clothing. Other things noted include exact location of dwelling, type of building, type of heating, type of refrigeration, number of rooms, and amount and kind of furniture. The applicant's state of health is noted, including the amount he expends on medical bills. A public clinic is usually recommended if long range medical treatment is necessary. Family members and relatives responsible for contributing to his support are contacted. (Children over eighteen are responsible for their parents, parents are responsible for minor children, and grandparents are responsible for minor children if the parents are unable to support them.)

The applicant's employability is also studied. A person may not be available for employment because of responsibilities for caring for a child because of illness, or because of old age. If a person is employable, the investigator asks what efforts the client is making to get a job, how often he reports to the state employment agency, how often he reports to the employment division of the Department of Welfare. If he is employed,

the investigator may request permission to see his pay slips (to determine his earnings, as well as to obtain the name and address of his employer) The applicant is asked about other sources of support insurance, bank accounts, property, mortgages, stocks and bonds, trust funds, social security payments, eligibility for payments from his trade union, and pension funds

Rent receipts as well as gas and electric bills are checked to establish their amount and to determine whether or not the applicant is paying them Where and how the applicant and his family (if there is one) do their laundry is determined, as well as how frequently, and at what cost The number of children attending school is recorded

According to one social investigator

There is a tendency for applicants to misrepresent the facts The categories most often abused seem to be employment and sources of support Occasionally there are monetary contributions to a family by persons not legally responsible These contributions are considered sources of income and will reduce the amount of aid granted They are frequently not reported, but often they are discovered and adjustments are made

Before a case is accepted, every effort is made to see whether or not the family can support itself In the case of dependent children, the simplest measure is to find the father, if he is not living at home, and see if he can support the child It is possible to locate a missing parent by checking with the office issuing social security payments (if he is receiving them), by contacting his employer (if he is employed), by checking with the Bureau of Motor Vehicles to see if he has a driver's license, or by contacting his trade union or fraternal organization Unmarried fathers are classified as follows "putative father" (if the woman names the man as father of her child without his acknowledgement), "acknowledged father" (if the man signs a statement attesting to the fact), and "adjudicated father" (if the court states he is the father)

*Determining a satisfactory plan for meeting these needs* Having established how the applicant spends the money he does have and his income, the investigator compares his expenditures with a budget standard If the resources exceed the budget items, the applicant is ineligible for public assistance funds, if the resources are less than budget items, the applicant is eligible for a cash grant each month, provided the agency has sufficient funds

*Executing the plan* It is the responsibility of the investigator to keep in touch with the client at reasonable intervals (twice a year in cases of aid for the aged, the blind, and the permanently and totally disabled, two to four times a year in cases of general assistance and aid for dependent children) to see if the client is still eligible for assistance or if some change should be made in the amount of money being granted

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ity showed 42 husbands had a total of 358 arrests, 40 other "men of the house" not legally married had been arrested 247 times

On the other hand, many people have real need and are embarrassed to have to ask for help. Public assistance agencies recognize this feeling and checks are discreetly sent in the mail to help the families maintain their self-respect. No family is made to feel like a charity case.

### OTHER FUNCTIONS

*Miscellaneous duties connected with each case* In addition to her conferences with the client, the caseworker handles all telephone calls, correspondence, and contacts with other agencies (if any are involved) connected with helping the client.

The caseworker handles a number of cases concurrently, and the entire number of individuals with whom she is working is called her "case load." The case load varies from twenty to thirty to over a hundred. One caseworker in a county child welfare department is handling ninety cases and feels that this is really too large a load for one worker, particularly since the state requires each worker to visit each of his cases at least once every three months. No specific number, however, can be recommended as ideal for a particular worker because the cases vary considerably in difficulty. It is conceivable that a worker with sixty cases has as many demands on her time as another worker with 120 cases.

*Keeping records and preparing reports* The social worker keeps a detailed chronological record of the cases with which she deals and indicates what information was gained or forwarded from every phone call, every conference, every home visit—all contacts relevant to that particular client are in his record. One caseworker affirms

Keeping case records has helped me to develop my skill. By putting on paper what happens in an interview I am better prepared to discuss the case with my fellow workers and supervisor. In many instances it helps me find a plan of action and the most effective way of carrying it out.

Records are crucial to the operation of an agency, because without good records a worker takes with her much of the necessary information about her cases if she leaves her job. One of the most satisfying parts of social work is being able to examine the records of one's cases and seeing how they have progressed.

Records also serve to furnish research material and statistics for reports. They are used for evaluating a caseworker and for self study by a caseworker.

Public agencies must submit reports to the state department of welfare. In some states private agencies are licensed to operate by the state department of welfare, in which case they too must submit periodic reports in order to maintain their license.

*Having conferences with one's supervisor* Until a caseworker gains



For example, a mother receiving aid for dependent children may have remarried. The fact that people do not tell the truth regarding their financial situation is a problem.

One family of four had been receiving financial aid for four months. Each of the two times I visited the parents I asked where the children were and was told they were at the neighbors'. A routine check with the school that the children were supposedly attending revealed that they were in school in another state. This type of incident can make social work very discouraging.

One tends to think of this sort of "cheating" as being an isolated case, but the following article shows how extensive it was in the District of Columbia.\*

Washingtonians have been discovering that the nation's capital offers almost as many attractions for relief clients as it does to tourists.

It has become clear that you stand a good chance of getting on relief even if you are ineligible. Once on the rolls there's a reasonable possibility that you will be overpaid.

This picture has emerged from a series of hearings conducted by Sen. Robert C. Byrd, D-W. Va., Chairman of the Senate Appropriations Sub-committee for the District of Columbia.

Byrd opened hearings on the district's proposed \$22 million welfare budget after his investigators found that 57 per cent of those receiving welfare under the aid to dependent children program were ineligible. The finding was based on studies of 236 cases, or 5 per cent of the total ADC case load.

Subsequent testimony has added to an impression of confusion and chicanery in the district welfare program.

Item: A random check of 21 recipients in the general assistance category found 19 unqualified. A more thorough investigation of this program is underway. Byrd says the "bare bones minimum" of eligibles will be 25 per cent.

Item: District welfare officials conceded that they made overpayments totaling \$181,165 last year. In some instances, testimony showed, welfare workers closed cases when clients were declared ineligible but failed to issue stop orders on relief checks. One man received \$8,029 in overpayments over the last three years.

Item: Byrd estimated that the total loss in the district over the last five years including overpayments and payments to eligibles, totaled \$18 million.

As inevitably happens in welfare investigations, Byrd's probe has uncovered many "horrific examples."

Investigators found a dozen cases of relief recipients with two television sets as well as 34 with two telephones and one with three. Some had models for which there is an extra charge.

The study also found the usual correlation between welfare clients and police problems. An analysis of 134 cases closed because of ineligible

\* Jack W. Germond, "Ineligibles Found on Relief," *Ithaca Journal* (August 15, 1962), p. 10.

the membership of the American Association of Social Workers was engaged in government service, the majority in the field of public assistance.<sup>7</sup>

Welfare agencies exist in most counties of the United States. The greatest number of specialized services are in the large cities. In most states, caseworkers must pass a state civil service examination in order to be eligible for consideration.

The qualifications required vary. The statement is made that a person *should* have a master's degree in the field of social work to be a caseworker, but—as is always true when demand far exceeds supply—these educational standards do not exist in many agencies. People with all kinds of bachelor's degrees (and in some cases even people without a bachelor's degree) are employed as caseworkers. At one time there were several professional associations for social workers. They were discontinued, and a single association—the National Association of Social Workers—was formed. Members of NASW must have graduated from an approved graduate school of social work. Kurtz reports

It must be borne in mind that only 30 per cent of the paid social workers of the country are in the new NASW. Furthermore, of the estimated total of 74,240 social workers in the country in 1950, only 16 per cent had had the benefit of a full two year graduate curriculum in social work, an additional 11 per cent had had from one to two years of graduate study, 13 per cent had had something less than a year, and 60 per cent had had no study at all in a graduate school of social work.<sup>8</sup>

A home economics graduate has a great deal to contribute as a social caseworker. Her understanding of clothing, nutrition, housing, and the theoretical aspects of child development and family relationships is fundamental for the counseling of clients. The home economics graduate would find herself competing for beginning positions with the psychology and sociology majors of a typical liberal arts program.

#### PEOPLE WITH WHOM ONE WORKS

*Employer* Candidates with the highest scores on the civil service examination are interviewed by the casework supervisor and by the director of the public agency. The director has the final authority in making the selection. It is possible that other caseworkers with whom the candidate would be working, and perhaps a committee or a member of the welfare board, might interview her also. The procedure in a private agency would be similar.

*Others* The socioeconomic background of one's clients depends upon

<sup>7</sup> Russell H. Kurtz, ed., *Social Work Year Book 1957* (New York: National Association of Social Workers, American Book-Stratford Press, Inc., 1957), p. 44.

<sup>8</sup> *Ibid.*, p. 556.

experience, it is customary for her to have weekly conferences with her supervisor. The supervisor does not tell the worker what to do, but rather uses her own experience to help the caseworker explore different alternatives. Also, since the caseworker's most important tool is herself and the way she handles the counseling relationship with her clients, the supervisor, as a more or less objective onlooker, helps the worker understand in what way she is influencing her counseling relationships and how she can be more effective as a counselor.

*Collecting fees* In agencies that charge fees, the worker may be the one who collects them and keeps a record of the payments.

### TYPICAL DAY

One child welfare worker explained that no two of her days are alike.

I might be busy with office activities during the morning incorporating data into the records of my cases, interviewing a client, or referring to the foster parents' file, with the constant interruption of telephone calls from clients and foster parents. In the afternoons I may visit foster and adoption home prospects or interview people intimately concerned with my clients. The constant factor in my daily planning is that I try to keep appointments that I have made with children. Often, the caseworker represents the one person they can talk to and depend on to tell them the truth. If the caseworker doesn't come at the time the child is expecting him, the child may feel that this is just another disappointing adult, and the worker can lose all the rapport that he has built up with the child during the period of his counseling.

A family service worker reported

I see four or five people each a day for about an hour's counseling per person. This is usually done by appointment. Between counseling sessions I dictate my notes, telephone, keep my records, and attend supervisory conferences and staff meetings.

A public assistance investigator reported

My typical day includes filling out records of visits made the previous day, reading and answering mail, organizing work for the day, and filling out forms indicating the case should still be carried by the agency. Some of the less typical tasks include accepting cases, closing and rejecting cases, having conferences about cases with the home economist, re-budgets the medical social worker on the staff, the housing consultant on the staff, or the employment consultant, and attending staff meetings. This schedule is interspersed with telephone calls, visits by clients, and any emergencies that may arise.

### EMPLOYMENT OPPORTUNITIES

There are many opportunities for placement in the field of social work, particularly in the public assistance area. In 1954, 45 per cent of

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the type of agency In a public assistance agency, the clients are people with limited financial means Family service agencies usually serve people of average and above average socioeconomic background as well as those who are less fortunate Public child welfare agencies, which may get most of their cases from the courts, are dealing with the sort of people who have frequent "brushes" with the law Private adoption agencies might be dealing with many clients who are well educated and financially stable

Social workers also come to know many people in the community—school teachers, doctors, nurses, church personnel, and judges—who cooperate in trying to help the client

### PHYSICAL ENVIRONMENT

Office facilities for welfare agencies may be attractive or rather shabby Public agencies are often housed in the county court house or city hall in buildings that are fifty to a hundred years old One student described the agency office she visited

When I first arrived at the Family Service Center I was a little surprised It was in a converted house in the poor section of town I had expected a modern, efficient looking office with a receptionist There was no receptionist Mrs V showed me the two offices one for the caseworkers and one for the supervisor, an interviewing room, and a conference room where the board met

Another agency office was described this way

The building although not new, was pleasant cheerful and had various sections for children's activities One room was the clinic where children were examined The clinic was decorated like a nursery school which helps the children associate pleasant memories with the clinic according to the caseworker

### SALARY

Salaries in the field of social work have tended to be lower than those received by public school teachers In public agencies, the range of salaries is determined by civil service standards and based on a given civil service classification There are regular increments for a person who does satisfactory work and who stays with the agency until the maximum salary for her classification is reached Salaries in private agencies are sometimes higher than those in public ones, however, such fringe benefits as participation in a retirement plan or group insurance plan may not exist or may not be as favorable as those in the public agency

## HOURS

In most agencies the caseworker's hours are 9 00 AM to 5 00 PM Monday through Friday. Occasional emergencies, such as a child's running away from the home of foster parents, or the need to interview working parents, may extend these hours to include part of a weekend or an evening. Time off is usually granted when this overtime work is done.

## VACATIONS

Vacation policies differ from agency to agency. In one private agency two days for each month that the caseworker had been with the agency were allotted, up to a maximum of seven weeks vacation per year. In one public agency, on the other hand, ten days of vacation and ten days of sick leave were granted per year ("Sick leave" refers to the number of days a person may be absent each year without losing any of her salary). This agency had a policy of permitting people to accumulate up to ninety days of sick leave.

## SECURITY

Because a position in a public agency carries with it civil service rights, tenure is assured so long as the person's work is satisfactory.

There are several labor unions to which members of private or public agencies may belong and thereby benefit from the protective services the union extends. According to Stroup, the American Federation of Government Employees and the American Federation of State, County, and Municipal Employees, have among their membership social workers employed in government agencies.\* Other unions are the United Public Workers of America (which includes public welfare workers), the United Office and Professional Workers of America (which includes workers from voluntary agencies), and the United Social Agency Employees.

## ADVANCEMENT

*Within the organization* In a public agency one moves from junior caseworker to senior caseworker and then to supervisor. Advancement is usually facilitated by having a master's degree in social work.

*Similar organizations* A caseworker may move from a public child

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\* Stroup, *op cit*, p. 25

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Another agency office was described this way:

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cause of the experience it provides in working with other people. The prospective social worker might pay particular attention to the techniques which seem to promote effective planning when two or more people are working on the same problem and she might try to notice differences in values and how such differences affect individuals' goals.

*Campus activities* which provide opportunities to work with people of different races or nationalities would help the social work student feel more at ease later with clients of different cultural backgrounds.

Some campuses have clubs of special interest groups, in which case there might be a social work club with a program of speakers in the field of social work, and perhaps with a library of catalogs of graduate schools of social work.

*Summer experiences* Working as a camp counselor or playground assistant is helpful. Clerking in a store will give students experience with a cross section of cultural backgrounds. Working as a secretary in an agency will provide useful business experience as well as information about how an agency is organized.

Social work recruitment committees in some of the largest cities in the country have organized a summer experience program for students completing their junior year of college. In these programs students work in an agency, handling a few cases of their own with frequent conferences with a supervisor, and attend seminars planned to acquaint them with the opportunities in the field of social work.

*Part time work* There may be part time work opportunities in a welfare agency in the community in which the college is located. Working as a secretary, caring for children while parents are being interviewed or taking clients to a clinic may provide helpful experience. Working for a professor who teaches or does research in the area of social work, child development and family relationships, psychology, economics or sociology would also be helpful. Babysitting for different families provides an opportunity to use knowledge about family relationships in observing how the family members treat each other and what effects their methods have.

#### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

To advance in the field of social work it is usually necessary to get a master's degree. The Council on Social Work Education lists the following schools as accredited graduate schools of social work in the United States.<sup>11</sup> Graduate studies cover the subject area of the social services, human growth and behavior, and social work practice. Social work prac-

<sup>11</sup> Council on Social Work Education, *Graduate Professional Schools of Social Work in Canada and the U.S.A.* (New York: Council on Social Work Education, July, 1962), pp. 4-8.



welfare agency to a private one or vice versa as well as from one public agency to another or a private agency to another Or, a worker may move from a county agency to a state or federal agency

### RELATED OPPORTUNITIES

After she has had ample experience in the casework method of helping people with problems, the caseworker may move from one type of welfare service to another A person who had experience in a child welfare agency might move to a family service agency Or she might leave the agency arrangement and move into a hospital, working as a medical or psychiatric social worker where the emphasis is on a team approach to helping the patient solve his problems of adjustment to physical or emotional illness In the hospital the physician is the line person in the organization and the social worker occupies a staff position Similarly, the social worker attached to the public school system has a staff relationship to the organization of the school system

If a caseworker does not enjoy working intensively with individuals, she may prefer social group work Or she may leave social work entirely and enter personnel work in retailing or industry or accept a school guidance position

### EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

Students with various college majors enter the field of social work The student who is planning to continue for a master's degree in social work should, early in her undergraduate years, obtain a copy of the catalog for schools she is considering so that she can meet the entrance requirements of those schools

*Courses* In general, schools of social work require twenty to twenty five semester hours of credit in the social and/or biological sciences Prospective medical social workers are usually expected to offer more credits in biological science than other social workers The New York School of Social Work in 1961 had the following admissions requirements

A baccalaureate degree in arts, letters, philosophy, or science from a college or university approved by Columbia University The applicant must have completed 60 semester hours in the liberal arts, with a minimum of 20 semester hours in the social and biological sciences [Social sciences include anthropology, economics history, political science, philosophy, psychology, and sociology, biological sciences include botany, biology, physiology, zoology, and the like ]\*

*Extracurricular activities* Any extracurricular activity is helpful be

\* *The New York School of Social Work*, Columbia University Bulletin Series 61 No 16 (April 22, 1961), p 29

cause of the experience it provides in working with other people. The prospective social worker might pay particular attention to the techniques which seem to promote effective planning when two or more people are working on the same problem, and she might try to notice differences in values and how such differences affect individuals' goals.

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*Summer experiences* Working as a camp counselor or playground assistant is helpful. Clerking in a store will give students experience with a cross section of cultural backgrounds. Working as a secretary in an agency will provide useful business experience as well as information about how an agency is organized.

Social work recruitment committees in some of the largest cities in the country have organized a summer experience program for students completing their junior year of college. In these programs students work in an agency, handling a few cases of their own with frequent conferences with a supervisor, and attend seminars planned to acquaint them with the opportunities in the field of social work.

*Part time work* There may be part time work opportunities in a welfare agency in the community in which the college is located. Working as a secretary, caring for children while parents are being interviewed, or taking clients to a clinic may provide helpful experience. Working for a professor who teaches or does research in the area of social work, child development and family relationships, psychology, economics, or sociology would also be helpful. Babysitting for different families provides an opportunity to use knowledge about family relationships in observing how the family members treat each other and what effects their methods have.

#### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

To advance in the field of social work it is usually necessary to get a master's degree. The Council on Social Work Education lists the following schools as accredited graduate schools of social work in the United States.<sup>11</sup> Graduate studies cover the subject area of the social services, human growth and behavior, and social work practice. Social work prac

<sup>11</sup> Council on Social Work Education *Graduate Professional Schools of Social Work in Canada and the USA* (New York: Council on Social Work Education, July, 1962), pp. 4-8.

tice includes instruction in the casework process, group work process and research, and provides opportunities for the student to do actual casework or group work. Students interested in graduate study should write to the schools of their choice about admission requirements and the program of studies.

#### CALIFORNIA

University of California, School of Social Welfare, Berkeley

University of California at Los Angeles, School of Social Welfare, Los Angeles

University of Southern California, School of Social Work, Los Angeles

#### COLORADO

University of Denver, The Graduate School of Social Work, Denver

#### CONNECTICUT

University of Connecticut, School of Social Work, Hartford

#### DISTRICT OF COLUMBIA

Catholic University of America, National Catholic School of Social Service, Washington, D. C.

Howard University, Graduate School of Social Work, Washington, D. C.

#### FLORIDA

Florida State University, School of Social Welfare, Graduate Program in Social Work, Tallahassee

#### GEORGIA

Atlanta University School of Social Work, Atlanta

#### HAWAII

University of Hawaii, School of Social Work, Honolulu

#### ILLINOIS

University of Chicago, School of Social Service Administration, Chicago

University of Illinois, The Jane Addams Graduate School of Social Work, Urbana

Loyola University, School of Social Work, Chicago

#### INDIANA

Indiana University, Division of Social Service, Indianapolis

#### IOWA

State University of Iowa, School of Social Work, Iowa City

#### KANSAS

University of Kansas, Graduate Department of Social Work, Kansas City

#### KENTUCKY

University of Louisville, The Raymond A. Kent School of Social Work, Louisville

## LOUISIANA

Louisiana State University, School of Social Welfare, Baton Rouge  
Tulane University, School of Social Work, New Orleans

## MASSACHUSETTS

Boston College, School of Social Work, Boston  
Boston University, School of Social Work, Boston  
Simmons College, School of Social Work, Boston  
Smith College, School for Social Work, Northampton

## MICHIGAN

Michigan State University, School of Social Work, East Lansing  
University of Michigan, School of Social Work, Ann Arbor  
Wayne State University, School of Social Work, Detroit

## MINNESOTA

University of Minnesota, School of Social Work, Minneapolis

## MISSOURI

University of Missouri School of Social Work, Columbia  
St Louis University, School of Social Service, St Louis  
Washington University, The George Warren Brown School of  
Social Work, St Louis

## NEBRASKA

University of Nebraska, Graduate School of Social Work, Lincoln

## NEW JERSEY

Rutgers University, Graduate School of Social Work, New Brunswick

## NEW YORK

Adelphi College, School of Social Work, Garden City, L I  
University of Buffalo, School of Social Work, Buffalo  
Fordham University, School of Social Service, New York  
Hunter College of the City University of New York, The Louis M  
Rabinowitz School of Social Work, New York  
New York School of Social Work of Columbia University, New  
York  
New York University, Graduate School of Public Administration  
and Social Work, New York  
Syracuse University, School of Social Work, Syracuse  
Yeshiva University, School of Social Work, New York

## NORTH CAROLINA

University of North Carolina, School of Social Work, Chapel Hill

## OHIO

Ohio State University, School of Social Work, Graduate Program,  
Columbus  
Western Reserve University, School of Applied Social Sciences,  
Cleveland

## OKLAHOMA

University of Oklahoma, School of Social Work, Norman

## PENNSYLVANIA

Bryn Mawr College, Carola Woerishoffer Graduate Department  
of Social Work and Social Research, Bryn Mawr

University of Pennsylvania, School of Social Work, Philadelphia

University of Pittsburgh, Graduate School of Social Work, Pittsburgh

## PUERTO RICO

University of Puerto Rico, School of Social Work, Rio Piedras

## TENNESSEE

The University of Tennessee, School of Social Work, Nashville

## TEXAS

Our Lady of the Lake College, The Worden School of Social  
Service, San Antonio

University of Texas, School of Social Work, Austin

## UTAH

University of Utah, Graduate School of Social Work, Salt Lake  
City

## VIRGINIA

Richmond Professional Institute of the Colleges of William and  
Mary, School of Social Work, Richmond

## WASHINGTON

University of Washington, School of Social Work, Seattle

## WEST VIRGINIA

West Virginia University, Department of Social Work, Morgan-  
town

## WISCONSIN

University of Wisconsin, School of Social Work, Madison

There are a number of fellowships and scholarships available to students who plan to take master's work in this area. Lists are available from the Council on Social Work Education, 345 East 46th Street, New York 17, N Y

## PROFESSIONAL ASSOCIATIONS

A master's degree from an approved school of social work is necessary for membership in the National Association of Social Workers. The Association provides a program of interest to all social workers plus special programs for group work, medical social work, psychiatric social work, school social work, and social work research.

## PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

Some of the periodicals of interest to social workers are

- Aging* Washington, D C U S Department of Health, Education, and Welfare  
*Children* Washington D C U S Children's Bureau, U S Department of Health, Education, and Welfare  
*Family Service Highlights* New York, N Y Family Service Association of America  
*Journal of Rehabilitation* Washington D C National Rehabilitation Association  
*Public Welfare* Chicago Ill American Public Welfare Association  
*Social Casework* New York, N Y Family Service Association of America  
*Social Legislation Information Service* Washington, D C SLIS  
*Social Security Bulletin* Washington D C U S Social Security Administration  
*Social Work* New York, N Y National Association of Social Workers

In public agencies bulletins are issued by the state welfare department to keep county offices informed of changes in regulations which affect their work

# Social Group Work

## EMPLOYING ORGANIZATION

The American Junior Red Cross Camp Fire Girls Boy Scouts of America Girl Scouts 4 H Clubs and religious organizations such as Catholic Youth Organization Young Men's and Young Women's Christian Association and Young Men's and Young Women's Hebrew Association are examples of organizations which carry on group work with young people. Settlement houses and community houses are group work organizations intended to serve a whole neighborhood with programs appealing to adults as well as young people. Group work aims to exert its influence on a person by providing recreational and educational activities for his leisure time.

*Objectives* The objectives of social group work sound very much like those for educational institutions: helping the individual to develop his particular capacities and helping him learn to choose goals for a group and to achieve them in a democratic way so that he will be better equipped than he otherwise would to take his place in our democratic society as an adult.

Another way of stating these objectives might be to say that social group workers are trying to help people achieve a feeling of happiness with themselves as individuals and to develop in them consideration for other individuals and a willingness to work for the well being of all. Most of these organizations also aspire to build character—members of the organization believe in certain moral and spiritual precepts.

*Sources of financial support* A portion of the receipts from Community Chest and United Fund drives may be allotted to the local group work organizations. Church income is the main source of support for some of the religious organizations. Most of these organizations charge membership dues and make special assessments for participation in certain parts of the program. A source of frustration for some organizations is the uncertainty of the amount of the budget from year to year.

## PLACE IN ORGANIZATION STRUCTURE

The group worker is a line person in the organization structure in a group work agency (see Fig. 4.1 for a representational organization

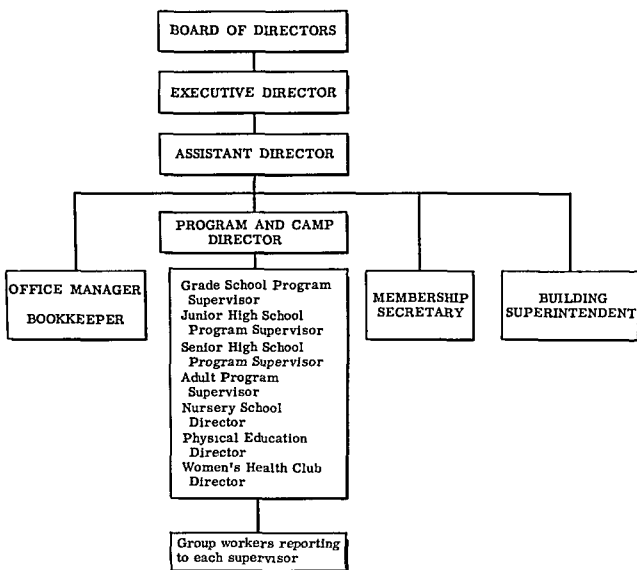


FIG 4 1 Organization of a group work agency

chart) The board of directors are adults who have been asked by existing or former members of the board to serve. Their function, and that of the paid members of the staff, is to make policy decisions. The executive director, assistant director, program and camp director, and each of the supervisors reporting to the program and camp director are considered to be doing social group work.

Although the executive director reports to a local board of directors in national organizations such as Girl Scouts or the YWCA, there are also districts or state officials to whom she would report and from whom she could expect advice and direction resulting from national planning.

#### POLICIES AND STANDARDS

Decisions about program offerings, the amount of money that will be spent on different activities, and the work load of each staff member



affect the group worker's satisfaction with his job. How to meet the competition (if one is willing to call it that) of other agencies with similar objectives is another major policy area. An objective of group work is encouraging participants to do their own planning of activities—how does one get them to do an effective job? How does one get them to plan to do something which the paid staff feels is desirable? How can the agency get good volunteer leaders to help in the program? These questions illustrate the type of policy and standards decisions involved in social group work.

### MAJOR FUNCTIONS

Social group workers have two functions which are crucial to their job: one is planning a program of activities which will be both pleasurable and valuable, the other is furnishing leaders who—by their example and the way they work with a group—teach the values the organization is promoting. People join a group and attend its meetings or participate in its program because it is fun, and they develop democratic values to the extent that the leaders know how to use the situations that arise to teach these values and make them seem desirable.

*People served.* Most group work organizations are open to anyone who can pay the membership dues (if any). The members may represent a cross section of socioeconomic backgrounds. However, subdivisions of the organization—"troops" or particular neighborhood groups—may be quite homogeneous. Groups are usually organized according to age; a worker may deal primarily with one age group or work with different age groups. Some organizations are planned for members of a given religious faith, others are interracial and nondenominational.

*Getting to know the needs of individuals served.* A person's development into a happy, democratic individual is a gradual process, and some of the steps have been identified by social group workers as coming about through association with groups. According to Konopka, one step is learning to stand alone.<sup>1</sup> A person gains this confidence to stand alone by becoming a part of a group—by being accepted and liked by others. He comes to feel he is a reasonably capable person. Everyone seems to need a feeling of being important, of being valuable to others, and this too can come only from interrelations with others. Learning to cooperate and to involve oneself in work with others is important for participation in a democracy. Learning to discuss issues is a group learning experience. It involves weighing facts and considering dissident opinions. To live happily with others one needs to learn to accept disappointment in a healthy and constructive way and to accept delayed satisfaction. The

<sup>1</sup> Gisela Konopka, "The Method of Social Group Work," in *Concepts and Methods of Social Work*, Walter A. Friedlander, ed. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1958), pp. 122-31.

individual activities and the interaction with others in a group work program furnish opportunities to develop these characteristics.

*Determining a satisfactory plan for meeting these needs.* In group work organizations, the program of activities for children six to ten years of age consists of play groups or clubs, and the agency provides game rooms, playgrounds, and camps. For the ten to seventeen-year-olds there are various social clubs, classes, special interest groups, and athletic activities. Adult groups are often educationally oriented and may consist of classes in typing, shorthand, or crafts.

The central office of a national organization often furnishes a general outline of the program for the year, but staff members must formulate specific activities to fill the outline. Often the staff works with a committee composed of directors and members of the organization to get new and appropriate ideas.

A program, such as the one shown below, includes many activities for all the members of a family.<sup>2</sup> The days and hours of the activities are included to show the kind of planning for use of the building that is necessary. Scanning this list of activities can also help one appreciate the problems involved in scheduling the staff.

#### MT VERNON, N. Y. YMHA AND YWHA PROGRAM ANNOUNCEMENT

##### *Preschool activities for children of nursery and kindergarten age*

Nursery School-Kindergarten (NYS certified)

Five day school

3- and 4-year-olds Monday through Friday, 9 00 AM - noon

Three-day school

3- and 4 year-olds Monday, Wednesday, Friday, 9 00 AM - noon

Coed kindergarten clubs

Thursday 9 45 AM - 11 30 AM or 1 15 PM - 3 00 PM

Modern dance

Monday 3 30 PM - 4 25 PM

Patterns and problems of the preschooler series of six lectures by a pediatrician (for mothers)

Tuesday 1 00 PM - 3 00 PM

##### *Grade-school activities*

Junior clubs (crafts, games, dramatic play, music, and stories)

Monday, Wednesday, Thursday, 3 40 PM - 5 00 PM, for five different groups of boys and girls in 1st and 2nd grades

Clubs for children over 8 years of age (crafts, games, dramatics, trips, and dancing)

Monday through Thursday, 3 45 PM - 5 15 PM for boys and girls (separately) in 3rd, 4th, 5th, and 6th grades

Game and sports club for 5th- and 6th grade boys

Thursday, 3 45 PM - 5 15 PM

Know Your World Club for 5th- and 6th-grade boys Expedition to woods - compass reading and weather, trip to Museum of Moneys

<sup>2</sup> Quoted with permission from the executive director of the Mount Vernon, N Y, YMHA and YWHA

affect the group worker's satisfaction with his job. How to meet the competition (if one is willing to call it that) of other agencies with similar objectives is another major policy area. An objective of group work is encouraging participants to do their own planning of activities—how does one get them to do an effective job? How does one get them to plan to do something which the paid staff feels is desirable? How can the agency get good volunteer leaders to help in the program? These questions illustrate the type of policy and standards decisions involved in social group work.

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<sup>1</sup> Gisela Konopka, *The Method of Social Group Work*, in *Concepts and Methods of Social Work*, Walter A. Friedlander, ed. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1958), pp. 122-31.

Modern and folk dance

Thursday 4:45 PM - 5:45 PM

Social dance class

Beginners, Saturdays 7:15 PM - 8:15 PM

Advanced, Saturdays 8:15 PM - 9:15 PM

Boys physical education

Tuesday 7:00 PM - 8:15 PM

Girls gym club

Monday 3:30 PM - 4:35 PM

Game room

Monday through Friday, 3:00 PM - 5:00 PM

Monday and Tuesday, 7:00 PM - 9:30 PM

Sunday 1:00 PM - 5:00 PM

### *Senior high activities*

Leadership weekend - 40 selected teen-age leaders and "Y" staff conduct workshops and seminars to broaden leadership skills. To be held at Camp \_\_\_\_\_

September 18-20

Senior high lounge

Sunday afternoon 2:00 PM - 4:30 PM

Clubs

Wednesday evenings

Coed clubs for 10th, 11th, and 12th grades include discussions, folk singing, and dancing, a weekend trip, theatre party, sports, and socials (*Time*)

Careers and College visits

Thursday evenings

Preparation for collegiate athletics to learn about team and individual sports offered at most colleges but lacking in high school curriculum, i.e. lacrosse, wrestling, track and field, handball

Thursday evenings

CIT (Leadership Training)

10th-graders, Friday 4:00 PM - 5:15 PM

11th-graders, alternate Thursdays 7:45 PM - 9:15 PM (plus one afternoon per week helping a grade school club in the "Y")

Guitar playing and folk singing

Thursday evenings

Body building

Monday evening 7:00 PM - 8:30 PM

For girls only

Thursday evening 8:00 PM - 9:15 PM

Folklore in depth

Thursday evening 8:00 PM - 9:30 PM

Square and folk dance

1st and 3rd Sundays 7:30 PM - 8:30 PM

Boys physical education

Monday 7:00 PM - 8:30 PM

Senior high girls gym class

Monday 4:40 PM - 5:30 PM

"Y" junior varsity

Thursday 7:15 PM - 9:30 PM

of the World and Belvedere Weather Tower, starting a collection — stamps, coins and so on, mechanics, airplane and ship model building, how telephone system works (includes visit to Telephone Co )  
Tuesday, 3 45 PM — 5 15 PM

Arts and crafts for boys and girls

Monday through Thursday (different age group each day) 3 45 PM — 5 15 PM

Dramatics and choral club (boys and girls 4th — 6th grades)

For special interest in acting singing or stagecraft

Thursday, 4 00 PM — 5 15 PM

Game room Informal play area under supervision

Monday — Thursday 3 15 PM — 5 15 PM

Art class — pastels water color, and oils 4th-, 5th-, and 6th-graders

Tuesday 3 45 PM — 5 15 PM

Dance sequence for boys and girls, kindergarten to junior high

Modern dance kindergartners and 1st-graders

Monday 4 30 PM — 5 30 PM

Folk and square dance 4th-, 5th-, and 6th graders

Thursday 3 45 PM — 4 45 PM

Ballet

Beginners 4th and 5th graders, Wednesday 3 45 PM — 4 40 PM

Intermediates 5th and 6th graders, Wednesday 4 45 PM — 5 45 PM

2nd grade boys gym club

Thursday 3 30 PM — 4 35 PM

Boys physical education 3rd to 6th graders

Wednesday and Friday 3 30 PM — 5 30 PM

Girls gym club

3rd, 4th, and 5th graders, Tuesday, 3 30 PM — 4 35 PM

6th and 7th graders, Monday 3 30 PM — 4 35 PM

### *Junior high activities*

Trip club for 9th graders (10 trips on school holidays and weekends)

Tentative trip schedule Broadway theatre party, ice skating, bowling party, Bear Mountain, professional basketball games, Chinatown, roller skating

Tuesday 7 30 PM

Science club field trips to chemical laboratories, electronic research centers, planetariums, and museums, projects, building of rockets, telescopes weather stations, aquariums

Tuesday 4 00 PM — 5 30 PM

Radio club (to learn techniques of radio transmission and receiving)

Club will have use of a fully equipped radio (ham) station

Thursday evening

Charm 'n fashion club demonstrations lectures, and discussions on makeup, hairdo's, clothing styles for 8th graders

Alternate Thursdays 7 30 PM — 9 00 PM

Arts and crafts

7th grade Thursday 4 00 PM — 5 30 PM

8th and 9th grade, Monday 7 15 PM — 8 45 PM

Newspaper club for Grades 7, 8, and 9 Will publish Jr High newspaper

Wednesday 4 00 PM — 5 30 PM

Chess club

Tuesday 7 00 PM — 8 30 PM

*Summer program*

Day Camp

Country Camp

Six week cross country bus tour visiting Niagara Falls, Pennsylvania  
Dutch Country, Yellowstone Park, Grand Canyon, Mt Rushmore,  
and the Badlands

*Executing the plan* The trained group worker is an expert in creating an atmosphere which will help each individual in the group fulfill his individual needs and allow the group as a whole to accomplish the group purposes. To do this he has to know his group and its members. As Fink, Wilson, and Conover point out, groups have personality characteristics—some always do what they are supposed to do, some always resist, some are restless and active, others are slow, some welcome new members and new experiences, others do not, some learn to work together, others do not.<sup>3</sup> In trying to know the group as a whole, the worker notes the degree of homogeneity among members in age, social background, maturity, interests, and previous group experience. He notes the relationships between members: who are the most popular and why, who are the leaders and how does leadership change with the activities of the group, if there are cliques, on what basis are they formed? How does the group react to the adult leader—is it friendly, hostile, dependent, indifferent? What kinds of situations produce conflicts in the group and how are these conflicts settled? How does each member of the group fit into these categories? How does he react to the adult leader? What does he do when friction occurs?

The group worker, through his training and experience, knows how to get people to make suggestions and how to help someone whose feelings are hurt because his suggestion was not accepted. An unfortunate aspect of group work is that there are not enough trained staff members to fill this guidance role. Therefore, much of the trained person's time is spent locating volunteers and training them. One group worker says

A frustration of the job is people. When a mother comes in, and complains of a child who can't adjust, you cannot tell her that she is the cause of her child's unhappiness. It takes time, patience, and creativeness to help the child and perhaps the mother.<sup>4</sup>

The group worker often will see things much more clearly than the people he is working with, but part of his job is letting the group or the individual decide and find the solution.

<sup>3</sup> Arthur E. Fink, et al., *The Field of Social Work*, 3rd ed (New York: Holt, Rinehart & Winston, Inc., 1955), pp. 512-13.

<sup>4</sup> Unless otherwise noted, the indented comments in this chapter are paraphrased statements obtained from social workers who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, N.Y.

Radio group

Thursday evenings

Teen age crafts

Monday 7 15 PM - 8 45 PM

### *Adult and young adult activities*

Invitation to the Eight Lively Arts A series of outstanding programs covering a variety of cultural media - folk songs by the Weavers, a debate by two college professors jazz presentation discussion by a city planner, and so on

Sunday and Wednesday evenings

Chamber music concerts

Sunday evenings

Great personalities in American films (showings of a series from the Museum of Modern Art Film Library)

Wednesday evenings 8 30 PM

The Theatre a course for playgoers

Wednesday evenings

Series on contemporary schools of psychoanalytic thought

Wednesday 1 00 PM - 2 40 PM

Sunday evening square and folk dance

8 30 PM

Flower arrangements

Tuesday 8 00 PM - 10 30 PM

Guitar

Monday four sessions - 8 00 PM - 8 30 PM, 8 30 PM - 9 00 PM, 9 00 PM - 9 30 PM, 9 30 PM - 10 00 PM

Social dance

Monday 8 30 PM - 9 30 PM

Beginner's bridge

Tuesday 8 00 PM - 10 00 PM

Art

Wednesday 9 45 AM - 11 45 AM

Europe, 1960 Chartered plane for 'Y' members to have 4 week summer vacation in Europe

Preparation for travel abroad conversational Italian, French, Spanish

Art masterpieces of London, Rome, Florence, Venice, and Paris, Architectural landmarks of Europe, Travel tips

(Time)

Modern dance

Thursday 1 00 PM - 2 00 PM

Physical education

(Time)

### *Older adult activities*

The "Y" Canteen for adults over 60 Card playing discussions, recreation

Tuesday and Thursday 1 00 PM - 4 00 PM

Choral and dramatic group

Thursday 12 45 PM - 2 35 PM

Arts and crafts

Thursday 12 45 PM - 2 35 PM

Older adult round table discussions of matters of general interest

Tuesday 12 15 PM - 2 35 PM

## TYPICAL DAY

One Camp Fire director described a representative day as follows

In the morning I might meet with a group of 30 volunteer leaders in one of our districts for a training session, which includes learning songs and teaching games to be used in the Camp Fire program. Meetings of this type are held in the district, hence, it is necessary to drive there, hold the meeting, and return. I work with the officers of the leaders' group in planning the agenda for the meeting. The meeting is held in a community center or in a church—wherever we are able to get a room large enough for the group.

I may have lunch with some of the members of the leaders' group, and during lunch we may discuss problems about which they need suggestions from me. These problems tend to be questions about what to include in activities for a Camp Fire group or how to present the material, or they concern personality problems in the group or perhaps of the sponsors.

After returning to the office I make out a report on the morning meeting. During the afternoon there will be several telephone inquiries from volunteer leaders. One might have to do with awards given the girls who have completed a Camp Fire project. Another might be asking for suggestions on how to work with a girl who was not active in the group—whether to approach the girl directly and whether or not to talk to her parents.

Then I may read some applications from college students for summer positions as camp counselors, and I reply to their letters. I may also write out an order for craft supplies for summer camp. If there is any time left I may read our Camp Fire journal or one from the American Camping Association.

In the summertime, when camp is in session, since I am responsible for the resident camp I may have a night meeting with the camp staff to work with them in resolving any problems they are having.

As she described her day, it was apparent that this director was a resource person with whom people executing the Camp Fire program could consult, and that she was able to help them because of her understanding of how people feel and because of her knowledge of how to help them be effective as individuals and in their associations with others.

## EMPLOYMENT OPPORTUNITIES

The employment opportunities for social group work are similar to those for social casework. According to the *Social Work Year Book*

The demand for workers with professional education to fill key administrative, supervisory, and program positions in agencies has far surpassed the number of school graduates. The demand of municipal recreation departments for trained workers is said to exceed the supply five to one.\*

It is possible for a home economics graduate to enter the field of social

\* Russell H. Kurtz, ed., *Social Work Year Book 1957* (New York: National Association of Social Workers, American Book-Stratford Press, Inc., 1957), p. 602.



### OTHER FUNCTIONS

The descriptions of three YWCA group workers illustrate other functions of a group worker. A youth director in charge of women's and girls' activities at a suburban branch of a YWCA in a city of 600,000 has the following responsibilities

- Supervising all Hi-Y Clubs, Coed Clubs, Outing Clubs, and Business Girls' Clubs
- Teaching the Keep-Fit Club (a gym class for women)
- Writing monthly inventory reports (which include such details as how many Hi-Y pins were sold during the month) and programming reports (showing the activities of the various clubs, the amount of time and of money spent on each one)
- Attending monthly Council meetings

The duties of one Y-Teen director in the YWCA in a community of 90,000 include

- Attending seven senior high and two junior high meetings a week
- Attending and chaperoning a dance every Friday night
- Working with the volunteer advisors and interpreting the "Y" program to them
- Handling the entire sports program (training, directing, and refereeing softball, golf, swimming, tennis, basketball, and volleyball activities)

Occasional duties included

- Attending three conferences a year (held at various camps, the location of which depended upon the scope of the conference, i.e. regional, local, and so on)
- Attending special events such as money making projects and "Know Your Nation" tours (which meant taking groups on trips to New York City, Washington, D. C., and other cities)
- Attending and backing Community Chest drives and dinners
- Speaking at various schools about the "Y" program
- Directing some phase of the summer day camp for children sponsored by the "Y"

The duties of an assistant program director of the YWCA in a community of 332,000 include

- Being in charge of the nursery school which met twice a week while mothers attended various activities at the "Y"
- Working with grammar school children (mainly in the arts and crafts and physical education departments)
- Working with teen agers in the Y-teen clubs

## HOURS

The hours of the social group worker are very irregular. Much of the program is scheduled for after-school, evening, and week-end hours. For example, one group worker's schedule was

Monday and Tuesday 9:30 AM-5:45 PM;

Wednesday and Thursday 1:00 PM-10:00 PM;

Sunday 1:00 PM-5:00 PM and two weekend evenings a month.

## VACATIONS

Group workers usually receive two to four weeks vacation, depending on how long they have been with the organization. If the agency operates a summer camp there is little likelihood of getting one's vacation during that period.

## SECURITY

The major group work agencies have been in existence for some time, and if one is doing a good job there is little chance of losing it because of the agency's ceasing to exist. The budgets of some agencies, however, may fluctuate from year to year; hence, one could lose his position because of a curtailment in the program.

## ADVANCEMENT

*Within the organization.* The group worker advances from being responsible for a part of the program to being program director, then assistant director of the organization, and finally director. In an organization serving both men and women, it would be unusual for a woman staff member to advance to the position of director.

*Similar organizations.* A worker might move from a small organization to a larger, more complex one. In national organizations she might move from a local branch to the state office and then the central office. After gaining experience in this country, a group worker may qualify for positions abroad (see Appendix B).

## RELATED OPPORTUNITIES

Social group work is being introduced in general and psychiatric hospitals, in children's hospitals, and in camp programs for the physically handicapped and emotionally disturbed. In these situations the social group worker is a member of a treatment team just as the social case-worker is.

group work with a bachelor's degree. She will not only be competing for positions with liberal arts graduates but she will find that the physical education majors have a definite place in the group work recreational program. In church related organizations, some of the group workers are graduates of divinity schools.

### PEOPLE WITH WHOM ONE WORKS

The social group worker is fundamentally a *team* worker, hence, she has daily contact with co workers with similar interests and backgrounds in her own agency and in other agencies. Because many agencies are working to promote the spirit of universal brotherhood there are more opportunities to have co workers of different races and cultures in social group work than in many other occupations.

The people she serves may be homogeneous or diverse in age, religious beliefs, and socioeconomic backgrounds, her clientele is determined by the agency for which she works and its geographic location in the community.

The program of the agency is usually planned with the help of an advisory council of interested citizens of the community, and frequently it is executed with the assistance of adult volunteer leaders, thus the group worker gets to know many people in the community.

### PHYSICAL ENVIRONMENT

Group work activities are carried on in many different kinds of places. Many are small buildings—remodeled private homes, former store buildings, churches, lodges, and special buildings designed as community houses. The public schools—particularly the new suburban campus type—sometimes make their facilities available to other groups for evening programs.

### SALARY

Salaries for beginning social group workers with a bachelor's degree tend to be lower than those for beginning teachers. Having a master's degree in social work increases the likelihood of receiving a higher beginning salary. Salaries of experienced social workers are similar to those of teachers. Salary ranges and the number of people an agency can afford to hire at high salaries are influenced by the fact that, in most cases, the agency is supported by contributions people make in community or organization fund raising campaigns rather than by taxes or profit making activities.

## Test Kitchen Research

### EMPLOYING ORGANIZATION

Food companies engaged in creating products (*e g*, cake mixes) or in processing natural foods in some way (*e g*, freezing and packaging vegetables) are the major organizations employing home economists for test kitchen research

**Objectives** As a profit-making organization, the company's goal is to sell as many units of its products as possible and to deliver them to its distributors on the agreed-upon date at the prices quoted

The general public is not especially conscious of the contribution our American food industry makes to a better life for all of us. It helps to maintain our high standard of living and promotes our health by giving us foods with higher nutritive value and enabling us to prepare foods in ways that conserve their nutritive value as shown in the following article by John Strohm, which appeared in *The Reader's Digest*

If I could show any visitor from abroad just one thing in the United States, I would turn him loose in a small town supermarket with \$25—the average amount the American homemaker spends weekly to feed her family. For food is our Number One success story, a far bigger bargain here than in any other nation.

Mrs. America pays out, after taxes, only 20 percent of the family income for food. By contrast, the Russian family must spend 56 percent. In Sweden it's 27 percent, in Italy, 38 percent, Peru, 40 percent, Nigeria, 70 percent. This means that the U. S. family has 80 cents out of every dollar of disposable income left for "other things." It means more and better education for our sons and daughters. It means better homes, better health, better living. It means refrigerators, automobiles, TV sets. And with such a relatively small part of our national effort devoted to feeding the people, we can match missiles with the Russians or race them to the moon without giving up necessities or luxuries, while the Russian people suffer acute shortages of food, clothing, and housing.

Our national ability to feed our families with more food, of higher quality and variety, with less money and labor than any other people on earth is an achievement we too often take for granted. Let's see what goes into it.

Mrs. America makes three trips weekly to the food store, takes 27 min

The social group worker may also consider and be considered for positions in social casework

### EDUCATIONAL QUALIFICATIONS

The qualifications for social group work are essentially the same as those for social casework (see Chap 3) Previous membership in a similar group is an asset If the college student is past the age for membership in such an organization, it may be possible for her to serve as a volunteer leader with a group such as the Girl Scouts, the Camp Fire Girls, or the 'Y'

Some national organizations provide their own training beyond the bachelor's degree

### PROFESSIONAL ASSOCIATIONS

A person who has been graduated from a professional school of social work may join the National Association of Social Workers, which is the major association for all social group and caseworkers Social group workers with a recreation major may join the American Recreation Society Various agencies have their own associations also, for example, the Association of Girl Scout Professional Workers and the National Association of Jewish Center Workers

### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

*Social Work* New York, N Y National Association of Social Workers

This publication is the basic professional journal for social group and caseworkers There are other journals of interest to group workers with specialized training or to workers with a particular agency For example

*Recreation* New York, N Y National Recreation Association

*The Red Cross World* Washington, D C The American National Red Cross

*Journal of Jewish Communal Service* New York, N Y National Conference of Jewish Community Service

utes on each visit to look around among thousands of items, buys 21 of them and pays \$7.74 at the check out counter. Does she wonder where all the money goes? Maybe she forgets that her husband works only 38 hours a month to buy food for his family. To earn a pound of butter, he works 21 minutes—while a Russian works 193 minutes. A pound of rice costs an American 5 minutes of work, a Japanese, 25 minutes, despite the fact that Japan gets among the highest rice yields in the world. A pound of sugar costs an American 3 minutes of work, an Englishman, 7 minutes of work, a Russian, 75 minutes of work.

And lest you long for the 'good old days' when prime beef was 15 cents a pound and bread two loaves for a nickel, consider the real cost of food then and now. In 1912 Granddad's family earned \$11 a week and spent 40 percent of it for food. His grandson's family earns more than \$125 weekly, spends \$25 for food—and buys more and better food.

You're better off than your dad too. In 1931 an hour of U. S. factory labor bought only 1.4 pounds of round steak, while today it buys 2.2 pounds. It bought 8 pints of milk then—17.8 pints today, 15 dozen oranges then—3 dozen today. Since 1947—49 food prices have gone up less than most items in the cost of living index—22 percent. The cost of housing went up 33 percent, of transportation, 51 percent, of rent, 45 percent.

Moreover, while the old corner grocery with its crackers and pickles in open barrels and sauerkraut in tubs may be full of nostalgia, our food today is safer, cleaner and more nutritious.

Researchers have bred more vitamin C into tomatoes, more protein into corn, more lean meat into pork. Processors have improved nutrition by selecting crops at exact maturity, by rapid deactivation of enzymes, and by cooking in a limited amount of liquid which is then retained in the can rather than discarded. Mobile packing vans move right into the fields to film wrap vegetables at their peak of freshness. We've improved on nature by enriching bread with vitamins and iron, by "fortifying" milk.

Improved diets have helped infant mortality to drop sharply. People are living an average nine years longer than two generations ago. Our children are two inches taller than their grandparents, weigh several pounds more.

"Instant" and "heat and eat" foods can reduce the housewife's daily food preparation work from 5½ hours to 1½ hours. She buys freedom from drudgery of kitchen chores in the form of cakes already mixed, meat already trimmed, vegetables already cleaned and washed, juice already squeezed.

The Agricultural Research Service says already prepared meals that cost \$6.70 for a family of four for one day can be fixed by the housewife herself for \$1.80 less. But should the housewife work four hours extra for 45 cents an hour, and save the \$1.80? Or should she devote her four hours to her children, to community activities, to keeping up with the world, to holding an outside job? Unshackling the housewife from her kitchen has had an incalculable impact for good on our nation—socially, politically, spiritually, and culturally.

Many instant foods actually save money. A pound of fresh frozen peas costs about 32 cents, bought fresh, they cost 70 cents. A devil's food cake, made from a prepared mix, plus two eggs, costs 41 cents, made from scratch it costs 53 cents. Frozen concentrated orange juice costs

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## BIRD'S EYE FROZEN FOODS

Fruits, Vegetables, Southern Vegetables,  
Vegetables with Herbs and Seasonings,  
Potato Products  
Fruit Juice Concentrates  
Fish Fillets, Pre cooked Fish, Dinners,  
Meat Pies, Chicken a la King, Onion Rings

## POST CEREALS

Alpha Bits  
Poast Toasties  
Grape Nuts  
Post 40% Bran Flakes  
Grape Nuts Flakes  
Post Raisin Bran  
Sugar Crisp  
Sugar Coated Rice Krinkles  
Post Oat Flakes  
Post Sugar Coated Corn Flakes  
Post-Tens  
Treat Pak

## BAKER'S CHOCOLATE

Semi Sweet Chocolate Chips  
Farmington Milk Chocolate Bars  
Premium No 1 Unsweetened Chocolate  
German's Sweet Chocolate  
Dot Semi Sweet Chocolate

## DESSERTS

Jell O Gelatin Desserts  
Jell O Puddings and Pie Fillings  
Jell O Chiffon Pie Fillings  
Jell O Instant Puddings  
Jell O Tapioca Puddings  
D Zerta (Sugar Free) Gelatin Desserts  
D Zerta (Sugar Free) Puddings

## SWANSON'S DOWN PRODUCTS

Cake Flour  
Self-Rising Cake Flour  
Angel Food Mix  
Apple Chip Cake Mix  
Apple Spice Cake Mix  
Banana Cake Mix  
Butterscotch Cake Mix  
Chocolate Chip Cake Mix  
Devil's Food Mix



## BIRD'S EYE FROZEN FOODS

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Vegetables with Herbs and Seasonings,  
Potato Products  
Fruit Juice Concentrates  
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Potato Products  
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Apple Spice Cake Mix  
Banana Cake Mix  
Butterscotch Cake Mix  
Chocolate Chip Cake Mix  
Devils Food Mix

Fudge Coconut Cake Mix  
Lemon Flake Cake Mix  
Orange Coconut Cake Mix  
Orange Marble Cake Mix  
Sugar Maple Cake Mix  
White Cake Mix  
Yellow Cake Mix

**PET FOODS**

Gaines Dog Meal  
Gaines Canned Dog Food  
Gaines Dog Biscuits  
Gaines Bit Size Biscuits  
Gaines Gravy Train Dog Food

**OTHER GROCERY PRODUCTS**

Baker's Coconut  
Calumet Baking Powder  
Certo and Sure-Jell Pectins  
Dream Whip Dessert Topping Mix  
Good Seasons Salad Dressing Mixes  
Kernel-Fresh Air Popt Popcorn  
Kernel-Fresh Air-Popt Caramel Corn  
Kernel-Fresh Salted Nuts  
Kool Pops Ready-to Freeze Pop Bars  
Log Cabin Syrup  
Log Cabin Buttered Syrup  
Minute Rice  
Minute Spanish Rice Mix  
Minute Tapioca  
The Open Pit Barbecue Sauce

**CLEANING AND LAUNDRY AIDS**

La France Instant Bluing  
Satna Ironing Aid  
S O S Soap Pads  
Tuffy Plastic Mesh Ball (Dishwashing Aid)<sup>2</sup>

Another source of financial support is the capital supplied by the owners of the company (And if the company is a corporation, people "share" in the ownership ) The company may also have income from investments (stocks and bonds of other companies) which it has purchased from income received from profits The company may also borrow money from banks on a note which it promises to pay at a given time or from individuals to whom it issues bonds which must later be redeemed

If the company is a profitable one and is to continue to operate

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<sup>2</sup> Furnished by General Foods Corporation

satisfactorily, however, its major source of income will continue to be derived from sales of its products

### PLACE IN ORGANIZATION STRUCTURE

The typical corporation is organized around the three essential functions of any manufacturing concern production, finance, and sales (see Fig 5 1)

The stockholders own the company and have ultimate authority over it Each stockholder has as many votes in determining company policy as he has shares of stock in the company The stockholders' final authority is delegated to an elected board of directors which appoints a company president

The sales division is organized on a territorial and product basis so that each salesman sells certain products in a given geographic area The production division manufactures or processes the products in the company plants (which are often in different parts of the country) The finance division handles the company's income and works with the sales and production divisions in planning their budgets

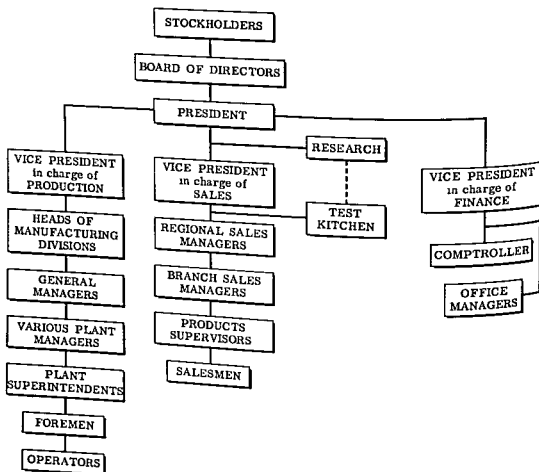


FIG 5 1 Organization of a manufacturing concern

The home economist performs a staff function and is usually in the sales division, where she helps to create a demand for the products by inventing new uses for them. She serves the research laboratories by furnishing ideas for new products the company might produce and by testing new product samples in various stages of their development.

### POLICIES AND STANDARDS

Sales planning precedes everything else in corporation management, according to R. C. Davis.<sup>\*</sup> Sales plans have to do with the determination of how much business (in terms of dollars and units of merchandise) the sales managers expect can be done with each of the company's products in each territory in a given period of time. These plans are projected on the basis of past sales records and growth plans for the future and are used to assign quotas to different geographical regions. Sales planning involves trying to sell more than one's competitors. It depends heavily on market analysis. What does the customer want and why? What will he pay for it?

Sales plans become the basis for production plans. If a new product is to be made, which factory can produce it? When can it be worked into the production schedule? What new equipment will be needed to produce it? What new staff will be necessary? From what suppliers will the raw materials be purchased? How much will it cost to produce?

The finance division's function is to see that the plans made by the sales and production departments are economically feasible in terms of the corporation's financial status.

Planning involves assigning priorities to the various plans. If the company cannot carry out all the plans, which shall be considered first?

The home economist is affected especially by company policies about how to meet competition. Will the company give the customer more for the same amount of money? Will it give her the same value for less money? Or will it offer her new ways to meet the same needs? These decisions determine the kind of projects undertaken in the test kitchen. The home economist is also affected by the company's standards for its products.

One young home economist with lots of ideas sometimes gets impatient with the 'conservatism' of her company, but she realizes that it does pay. For example, she mentioned the competition among producers to be first with a new product.

The first ones with a new product usually make the money. People will buy anything so long as it is new. My company will not put out a product until it has been thoroughly tested. Many times another company

<sup>\*</sup> Ralph C. Davis, *Industrial Organization and Management*, 3rd ed. (New York: Harper & Row, Publishers, 1957), p. 205.

will get out a product first, then recall a new product because after the first rush the homemakers will not buy it again. Then my company steps in and offers a similar product of higher quality.<sup>4</sup>

### MAJOR FUNCTION

The home economist in the test kitchen has two major functions. She must contribute to creating products which will satisfy the customers of the company, and she must help her company meet the competition of other organizations who are also trying to satisfy the same customers' food needs.

*People served* Customers of a food manufacturer include home makers who purchase food for their families and food administrators and dietitians who purchase food for institutions.

*Getting to know the needs of individuals served* The home economists may travel about giving talks to women's groups about the company's products and learning the homemakers' problems in return. Another source of information is the letters from consumers asking for help. What kind of problems do women have in feeding their families? According to a study made in New York State they include questions of this sort:<sup>5</sup>

How can I get two and a half and five year olds to eat vegetables?  
How can I get my children to eat meat besides hamburger and hot dogs?

How can I get them to like and eat a variety of vegetables?  
We have fussy eaters in our family. How can I plan a meal that everyone will eat?

My problem is trying to find something different to feed my family.  
Have you any suggestions for how to avoid leftovers? My family refuses to eat them.

Cooking in small amounts suitable for two people is hard, and also finding things that appeal to my husband who does not care particularly for salads, sweets, and fancy dishes.

The home economist may hear from the sales department at a staff meeting, for instance, that a competitor is doing a great business with a spaghetti sauce mix. The question is raised about adding one to the company's line. This leads to other questions. Is it feasible for us to produce? Will the packaging equipment in the factory be able to handle it? Is the potential sale of the mix worth the money it will cost to produce it? What ingredients would it require? What are its possible uses? She hears from the factory manager that an irate customer has re-

<sup>4</sup> Unless otherwise noted the indented comments in this chapter are paraphrased statements obtained from home economists employed in test kitchens who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, N.Y.

<sup>5</sup> Taken from replies to a questionnaire distributed by Dorothy DeLany for the Division of Extension Research and Training, Federal Extension Service in one county of New York State (1957).

turned a package of the new modified rice complaining that it is tougher than the rice she was getting before. The factory wants a test kitchen check on it to see if it is the recipe or the rice itself that is at fault.

The promotion department wants her to furnish some ideas for their next promotion of frozen fish. (Each of the company's regular products is featured in national advertising on a regular schedule.)

A salesman reports that a competitor is doing a lot better in fruit drink sales and he thinks (having seen the two products displayed side by side in stores) that the company is losing sales because of the package design. What more effective package might they develop? What recipes should be used on it?

The company purchasing agent reports they can no longer get an ingredient for one of their products. What adjustments can be made to maintain the quality of the product? These are the kinds of questions the home economist is trying to help answer.

*Determining a satisfactory plan for meeting these needs.* The food company meets these needs by creating new products, suggesting new ways to serve familiar foods, preparing booklets for homemakers with meal planning suggestions, preparing pieces about nutrition, and by advertising in magazines and newspapers as well as on radio and television.

The XYZ Corporation creation of chiffon pie mix illustrates the home economist's contribution in developing a new product.

Early in 1953 a home economist from the test kitchen, several men responsible for advertising and selling the company's gelatin line, and several chemists from the research laboratory met together to discuss ideas for a new dessert product. As a result of this particular meeting it was decided that the company would try to prepare a lemon chiffon pie mix using a flavored gelatin as the basic ingredient. The mix had to produce a pie which resembled as nearly as possible one that the home maker might have made if she had prepared the food from the basic ingredients.

*Executing the plan.* The first job for the test kitchen was to make lemon chiffon pies from standard cookbook recipes to get a model pie with which to compare pies made from the proposed mix. XYZ Company calls this recipe a "target." The request comes to the test kitchen director on a Product Request Memorandum (see Fig. 5-2).

The "key file recipe" referred to in Fig. 5-2 is taken from a file of all of the recipes which have been developed in the company's kitchens and approved by the test kitchen director.

Figure 5-3 shows a typical work sheet used by one of the test kitchen workers as she made up the Royal Chiffon Pie from Good Housekeeping's cookbook recipe. Note that the first "amount" column lists the ingredients as a homemaker measures them—i.e., by teaspoon, cup, and

## PRODUCT REQUEST MEMORANDUM

TO  
FROM  
SUBJECT New Lemon Chiffon Pie Filling

Date \_\_\_\_\_

SAMPLES Kitchen Recipe Testing

PURPOSE OF TEST To prepare several cookbook recipes for Chiffon Pie in order to arrive at a target recipe for a possible new gelatin product.

PREVIOUS TESTS AND  
PAST INFORMATION

METHODS OF PREPARATION Prepare the following recipes as a starter, then we may want to modify or combine some of the features in arriving at the target:

1. Key File Recipe #8160 for Chiffon Pie made with our planned gelatin
2. Velvet Cream Pie - Woman's Home Companion Cookbook
3. Royal Chiffon Pie - Good Housekeeping Cookbook
4. Statler Quantity Recipe for Chiffon Pie
5. Possibly several others

GENERAL INSTRUCTIONS FOR TEST AND QUESTIONNAIRE Kitchen testing for Kitchen Staff and P.R. (Product Representative)

NUMBER OF TESTERS

DATE OF TEST

PR's Copy

Edit's Copy

NUMBER OF REPORT COPIES

Fig 52 Typical product request memorandum used to initiate work on a target recipe

so on The second amount column lists them by grams weight the measure used by a home economist in a research situation Product development is precise and technical work Exact weights and measurements must be used, temperature, time, and all other conditions of testing are controlled

After the pies are made from the various recipes, the test kitchen home economists compare each in flavor color, texture and consistency and suggest improvements They may bake many pies and make many



PROJECT	New Lemon Chiffon Pie Filling	DATE WORKER
RECIPE	Lemon Chiffon Pie	OLD TESTING DATA
PURPOSE	Target Recipe	DATE TESTER GRADE
		SOURCE Good Housekeeping Cookbook
		PAGE BRAND USED

INGREDIENT	DATE AMOUNT	DATE AMOUNT	DATE AMOUNT
Baked 9" Pie Shell			Kitchen Supply
Unflav.gelatin	1-1/2 tsp.	4 gms.	Knox
Gran. sugar	1/3 c.	66.7 gms.	Domino
Egg Yolks	4	72 gms.	Borden's
Grated lem. rind	1 TB	10 gms.	
Lemon juice	1/4 c	62 gms.	fresh
Cold water	1/3 c	78.8 gms.	
Egg whites	4	120 gms.	Borden's
Salt	1/4 tsp.	1.2 gms.	Morton's
Gran. sugar	1/2 c.	100 gms.	Domino
Heavy cream whipped	1/2 c.	115 gms.	Borden's

Combine gelatin, 1/3 cup sugar. In double-boiler top, beat egg yolks; stir in lemon rind and juice, water, then gelatin mixture. Cook over boiling water, stirring 5 minutes, or until thickened. Remove from heat. Beat egg whites with salt until fairly stiff; gradually add 1/2 cup sugar, beating until stiff; fold in lemon mixture. Turn into shell. Refrigerate until set.

To serve: Spread whipped cream on pie. Garnish with blue-berries or sliced strawberries or bananas.

Fig 53 Typical work sheet for a target recipe

taste tests before they arrive at the combination of ingredients which they feel produces the best pie. When they do achieve a satisfactory result, one of the home economists writes up a report (see Fig 5-4) and attaches a copy of the recipe that was used (see Fig 5-5).

Meantime, in the research laboratory, chemists have made up samples of the proposed lemon gelatin chiffon pie filling mix. The test kitchen home economists then make up pies, using the various samples proposed

## TEST KITCHENS - PRODUCT REPORT

Report Date  
Test Date  
Request Date  
Requested by

PRODUCT New Lemon Chiffon  
Pie Target

SAMPLES Key File Recipe # 8160  
Velvet Cream Pie - Woman's Home Companion  
Cookbook, Page 682  
Royal Chiffon Pie - Good Housekeeping Cookbook,  
Page 416  
Lemon Chiffon Pie - Statler Quantity Recipe  
Cookbook, Page 548

PURPOSE OF TEST To develop a Lemon Chiffon Pie Target Recipe  
for consideration as a possible new product.

SUMMARY The attached Target Recipe was developed using our  
planned gelatin, Key File Recipe #8160 as the basis. Although  
satisfactory pies were prepared with the above recipes, this  
pie had a good lemon color and delicate flavor. There was a  
light, even, creamy texture. The filling held its shape and did  
not settle during refrigeration.

METHODS AND OBSERVATIONS The Target Recipe was based on the  
Key File Recipe. Three egg yolks and three egg whites were used  
for a good flavor and greater volume. The filling was poured  
into a 9-inch pie shell prepared according to the Kitchen recipe.

The samples were kitchen tested.

TESTERS

APPROVED \_\_\_\_\_

COPIES TO

FIG 54 Typical product report on a target recipe

for the new mix These, together with pies made from the target recipe  
and recipes in several other cookbooks, are evaluated by the product  
managers in the sales division and the laboratory research staff to  
determine which of the samples of the new mix produced the pie most  
like that made from the target recipe As a result of this group's judg-  
ment, one of the laboratory samples is selected

Now that the formula for the mix has been decided upon, the home  
economists make more pies—both from the selected mix and from some  
other recipe—and invite company secretaries or any other personnel not

### LEMON CHIFFON PIE Target Recipe

- |                                   |           |
|-----------------------------------|-----------|
| 3 egg yolks, slightly beaten      | 54 grams  |
| 1 cup water                       | 236 grams |
| 1/4 cup sugar                     | 50 grams  |
| 1 package lemon gelatin           | 85 grams  |
| 1/2 cup cold water                | 118 grams |
| 3 tablespoons lemon juice         | 47 grams  |
| 1-1/2 teaspoons grated lemon rind | 5 grams   |
| 3 egg whites                      | 90 grams  |
| dash of salt                      |           |
| 4 tablespoons sugar               | 50 grams  |
| 1 baked 9-inch pie shell          |           |
1. Combine egg yolks and 1 cup water in saucepan. Add 1/4 cup sugar and cook over low heat until mixture comes to a boil, stirring constantly, about 5 minutes. Remove from heat.
  2. Add gelatin and stir until dissolved, about 2 minutes. Add the cold water, lemon juice, and rind. Chill until slightly thickened.
  3. Beat egg whites and salt until foamy throughout. Add sugar, 2 tablespoons at a time, beating after each addition until sugar is blended. Then continue beating until mixture will stand in peaks.
  4. Beat gelatin mixture slightly, 30 seconds. Fold into meringue and again beat mixture very slightly, 30 seconds.
  5. Pour into cold pie shell. Chill until firm, 2-3 hours.

FIG 55 Target recipe that accompanied product report shown in Fig 54

engaged in test kitchen work to sample them. These testers indicate their preference and the reason for it. These opinions help the home economist to make other important changes and refinements. When the product is near perfection, it is sampled by company executives and other personnel directly concerned with selling it. Not until the product is as good as the kitchen can make it will it be produced and marketed.

Once the basic recipe is agreed upon, the home economist experiments with the directions for using the mix. She varies the method of combining the ingredients, method of heating, time of heating, "setting" time, the type and size of pie shell, and storage time. These factors are tested just as carefully as the target recipe.

Homemakers frequently do not follow the directions given in a recipe. Knowing this, the food company wants both the product and the recipe

to be able to give satisfactory results under a variety of conditions. Therefore test kitchen workers experiment with overheating and under heating, overmeasurement and undermeasurement of ingredients, different types of liquids (water, instead of milk, and so on), and different types of beaters. This research is called "tolerance testing"—how much deviation can the basic recipe and method of preparation "tolerate" and still be good?

Before the product is considered ready for sale, it is compared with competitive products already on the market. XYZ Company wants to be sure that their product is equal to or better than those of their competitors. They may also be able to identify distinctive characteristics of their product which can be called to the attention of the consumer.

When the home economists are sure that the recipe and directions are satisfactory, they send the directions to the editorial staff to be put into final form. (See Fig 56 for the unedited directions and compare them with the edited version in Fig 57.) The editorial staff is frequently composed of home economics journalists. In a smaller company the test kitchen home economist also writes the final draft of package directions, thus performing both a testing and an editorial function.

Then sample packages of the new mix are distributed to a selected group of homemakers for a consumer test. These women make the product in their own homes and serve it to their families. They evaluate the product for its appeal, method of preparation, and clarity of package directions. Before a new product is put on sale, it may have undergone as many as eighty separate, reported tests.

The thrill of working in a test kitchen comes when the product arrives on the market. As one home economist said:

I enjoy being a part of the extensive test work and research that goes on before the product is marketed, but my main satisfaction comes from watching a nameless lab sample grow into a useful product ready for the consumer.

Obviously, the number of food products manufactured by the company determines the amount of variety in the home economist's job. An extensive number of products means the home economist gets to work with many different kinds of recipes. If the company manufactures just a few products, her work is limited to experimenting with those food items.

### OTHER FUNCTIONS

*Recipe development* Once the basic recipe for a given product has been established, the home economist seeks to develop a number of different ways in which it can be used. In the case of the lemon chiffon pie filling mix, a request was sent to the test kitchen manager from the

Tentative  
Unedited Directions

Lemon Chiffon Pie Filling

Add 1/2 cup boiling water to contents of package in a large mixing bowl and mix thoroughly -- add 1/2 cup cold water and beat with a rotary egg beater or at highest speed of electric mixer until mixture is very foamy (takes about 1 minute).

Add 1/3 cup of sugar and beat to stiff peaks (takes about 1 to 3 minutes).

Pour into pie shell and chill until set (takes about two hours). An 8- or 9- inch pie shell or a graham cracker crust may be used.

Serve plain or with whipped cream. Store leftover pie in refrigerator, covered with an inverted pie pan.

FIG 56 Tentative, unedited directions as they are prepared by the home economist in the test kitchen

(Package Directions)

Pkg. 543  
Net Wt. 3 oz., 85 gms.

Chiffon Pie Filling

(Lemon Flavor)

DIRECTIONS

Place contents of package in a large deep mixing bowl. Add 1/2 cup boiling water and mix thoroughly.

Add 1/2 cup cold water. Then beat vigorously with a rotary beater, or at highest speed of electric mixer, until mixture is very foamy -- (takes about 1 minute).

Add 1/3 cup of sugar and beat until filling stands in peaks (takes 1 - 3 minutes).

Pour into cooled 8- or 9- inch pie shell or graham cracker crust. Chill until set (about 2 hours).

Serve plain or with whipped cream. Store leftover pie in refrigerator, covered with inverted pie pan.

Delicious as Pudding, too

Side Panel: Pineapple Party Pie #13496

FIG. 57. Package directions as they are prepared in the editorial department from the directions received from the test kitchen.

PROJECT Chiffon Pie Filling

DATE

RECIPE Chiffon Coconut Grove Special

WORKER

PURPOSE Publicity

OLD TESTING DATA

INGREDIENT	DATE AMOUNT	DATE AMOUNT	DATE AMOUNT	DATE AMOUNT	DATE AMOUNT
Lemon C.P.F M.	1 package				
Boiling water	1/2 cup				
Cold coconut milk or water	1/2 cup	coconut milk	water	water	water
Sugar	1/4 cup		1/3 cup		
Heavy cream	1/2 cup				
Triple Sec Liqueur	1/4 cup		omit	omit	omit
Grated lemon rind	1 tbsp		orange rind 1 tbsp	orange rind 1 tbsp	
Coarsely grated coconut meat	1 cup			fresh	Baker's Angel Flake
Coconuts	2	1			
Yield		When rind, etc., added, mixture collapsed & curdled - soap-like flavor	4-2/3 cups very good texture but needs more orange rind flavor	5 cups	5 cups Very good - test both for grades per (Worker's name)

Place contents of one package chiffon pie filling mix in a large, deep bowl. Add boiling water and mix thoroughly until mix is completely dissolved. Add coconut milk and enough water to make 1/2 cup and beat vigorously with a rotary beater or at highest speed of electric mixer until very foamy (about 1 minute). Add sugar and beat until filling stands in peaks (about 3 or 4 minutes). In a small bowl whip cream, adding liqueur a little at a time. Fold this and all but 2 tablespoons of grated coconut into the filling. (Reserve about 2 tablespoons coconut for garnish.) Place mixture inside coconut bowl. Chill. Decorate with grated coconut meat and grated lemon rind. Serves 2.

To prepare coconut - with hammer and nail pierce coconut at base where 3 slight indentations are to be found. To make coconut bowls, hold firmly in one hand and with a sharp kitchen saw slice coconut in half. Discard piece with holes. Wash other half carefully so sawed edge looks white again. With paring knife cut out one cup meat in chunks. Reserve bowl for filling.

FIG 58 Work sheet used in recipe development

publicity department for a "Chiffon Coconut Grove" recipe to be used for publicity releases of the new mix (The name was chosen because the recipe was developed from one used at the famous Cocoanut Grove in Los Angeles ) The home economist's work sheet is shown in Fig 5-8 Column 1 lists the ingredients in the original recipe, Column 2, the amounts, and Columns 3-6 show the changes she made in experimenting with the recipe Only one variation is shown here, but the home economist engaged in recipe development might devise a number of them for each product

New cooking equipment might also create a need for new recipes For example, many of the recipes for standard ovens would be unsuccessful if tried with electronic ones

*Preparing food for advertising and publicity photographs* A food company that distributes its product throughout the nation and advertises in magazines, large city Sunday papers, and radio and television, usually uses an advertising agency to plan and execute its advertising program Home economists in the test kitchen may prepare the food to be photographed, and they may suggest features of the product or the recipe to be emphasized in the ads

A typical publicity release is shown in Fig 5 9 Numerous copies of this release—together with a picture—are sent to magazine food editors and newspaper food editors in the hope that they will use the information as an item of food "news" If they do, the information reaches more potential customers, and the company does not have to pay for its printing as it would if it were advertising The magazines and newspapers are not obligated to mention the product's name, they may refer to it as a "new lemon chiffon pie filling mix" Sometimes the magazines or newspapers will identify the company involved, therefore, in the copy attached to the picture (see Fig 5 9) there is a phrase, *If credit line is given, please use "Courtesy of XYZ Chiffon Pie Filling"* "A tear sheet showing use of this material will be appreciated" means the company publicity department would like to have the page of the newspaper or magazine showing the article the food editor prepared making use of this release

In some corporations, the publicity department is part of the company Some manufacturers use an independent public relations agency to handle their publicity For the lemon chiffon pie release, the XYZ publicity staff planned the photograph, purchased the accessories used in the picture, had the test kitchen prepare the Chiffon Coconut Grove Special dessert, and used an outside photographer The publicity staff also prepared the caption and release accompanying the picture

*Television commercials* The scriptwriter on the television commercial works with the home economist, who may suggest shots for the commercial The home economist is responsible for the preparation of the food to be filmed and works with the television director to produce

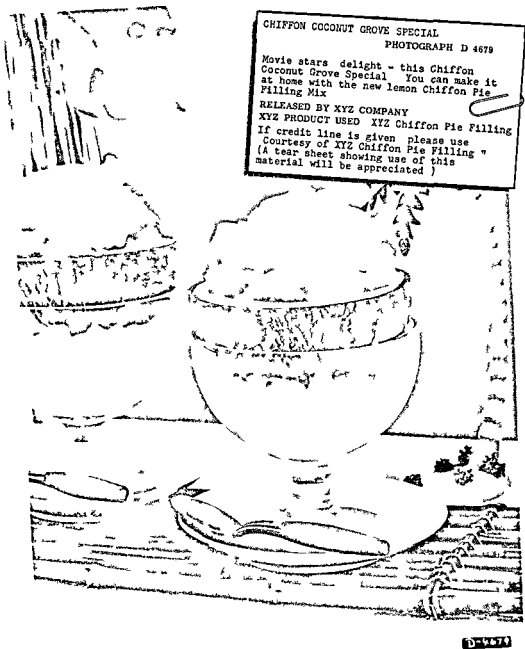


FIG 59 Typical publicity photograph with suggested copy and credit line

the commercial One home economist with a national food company explained

No single commercial may take more than three minutes and no more than six minutes of a half hour program may be devoted to commercials Each live commercial is rehearsed twice before the show goes on Because the heat from the lights used causes food to melt a stand in or substitute is used for the practice runs the actual product is placed



where it should be just before the 'on camera' signal. Sometimes the food has to be prepared in special ways. Marshmallows may be added to frostings to prevent their melting under the lights. Yellow coloring may be added to vanilla pudding because of the glare reflected from anything white.

*Preparing booklets, charts, and other educational materials* In addition to developing recipes to promote the sale of a new product of the company, the home economist is frequently busy thinking of ways to increase consumer use of an established product. She works out ideas for booklets of recipes featuring one or more of the company's products. These booklets are distributed to schools or clubs free of charge upon request. The home economist also prepares wall charts for use in the classroom. For instance, one food company distributed a wall chart to be used in teaching junior high students how to get three nutritionally well balanced meals a day and another printed piece which gave suggestions on garnishes, companion flavors, meal planning, and texture and color combinations for use in a high school homemaking class.

*Receiving visitors and answering customer inquiries* Most food companies open their test kitchens to the public. They want visitors to see their efforts to improve the products. The kitchens of some companies have large glass windows on the inside walls through which visitors may look on without actually going into the kitchen itself. This means that the home economist must be able to work while people are watching her.

Home economists also answer customer inquiries about the company's products that are received by mail or telephone.

*Attending conventions* At most professional home economists' conventions manufacturers set up exhibits of items used by those professional people. They also exhibit their products at state fairs. The exhibit may consist of a demonstration of the product or it may consist of samples of the product (plus printed material describing it) which are distributed free to people who stop at the booth. Food companies send a home economist from their test kitchen to take charge of their booths at conventions such as those of the American Home Economics Association and the American Medical Association and at conventions of hotel associations or school lunch supervisors. At medical conventions for example they may have exhibits showing the nutritional value of gelatin or the usefulness of tapioca as a food for people suffering from certain allergies.

One home economist for a spice manufacturer regularly attends the American Dietetic Association convention, the Grocery Manufacturers Association convention and the Foods Editors conference. This past fall she attended an international meeting of her company's employees in Europe (since the company has offices abroad as well as in the U.S.). As a part of this trip she went on a food tour of Europe exchanging ideas with other persons in the food field.

*Devising packaging ideas* The home economist also works on packaging ideas. A package is not just a container—it protects the product, stores it, describes it, and gives directions for its successful use. As a home economist for a container manufacturer said:

A package must be colorful and attractive, but it must also help sell the product and promote its use. The package must convince the shopper that X brand is the best brand.

Photographs are usually more appealing than a drawing. A picture showing the prepared food ready to eat is more appealing than a picture of the food growing in a field. The directions on a package may mean the difference between a product that sells and one that does not. If recipes are suggested, the shopper is more apt to buy that brand. The recipes should be in quantity for the average family. If space permits, variations of the basic recipe should be included.

The shorter the recipes, the more likely is the homemaker to read them. The color of the ink used must be considered in relation to the package color. If the printed instructions stand out clearly from the background, they will be more likely to be read.

The home economist has all of these details in mind as she contributes to the development of a package or the writing of package directions.

*Other functions* The home economist often makes routine tests of the quality of products on the market. Periodically a package of the product is selected at random from the factory and sent to the test kitchen for a quality check. If it does not perform satisfactorily an investigation is made immediately.

The head of the test kitchen orders the supplies the research workers will need. She also sees to the replacement or repair of equipment. If the kitchens are to be redecorated, she is frequently the one who plans their styling.

The test kitchen is often asked to serve a luncheon to a visiting group or some of the company executives. A product cooking school may be held for the company's salesmen showing sales features of various products.

### TYPICAL DAY

One home economist described a typical day working on the modification of a stollen recipe:

First I made up the stollen recipe according to the directions on the card and evaluated the product. The original recipe called for a sponge dough, which meant that some of the ingredients were mixed, and the dough allowed to rise. Then the rest of the ingredients were added and the dough allowed to rise once more. I decided to try a straight dough using yeast as the leavening agent. The straight dough recipe came out well. Since this recipe made enough dough for two stollens, I tried "halving" it. This time the product was gummy and very unsatisfactory. I went through the recipe step by step, and adjusted the quantities of ingredi-

ents I also found that the rising time was quite long, and discovered that I could shorten it considerably by leaving out some of the candied fruit until the end

If I find the final product satisfactory, I fill out a form indicating the original recipe, the changes I made in it, and the suggested method of preparation

Another home economist, however, said there is no such thing as a typical day

Testing is done by request of the different departments in the company. The food research workers are usually working on a deadline. Therefore, perhaps one person may work on a project for a number of days or several people may work on one project depending on the nature of the work and the time allotted. The food research director assigns the tasks to the test kitchen workers. One home economist may be preparing a leaflet on margarine while two others are conducting tests on cake baking and another is preparing a product to be photographed for a television commercial. No home economist has a specialty. They learn to perform all the different functions of the test kitchen.

### EMPLOYMENT OPPORTUNITIES

There are a limited number of food companies with test kitchens, hence, there are fewer opportunities for a home economist in this field than in the field of teaching or quantity food administration, for example.

The test kitchens of food companies are usually located in large cities such as New York City, Chicago, and Minneapolis, hence, there is a geographic limitation of employment also.

Test kitchen work has a kind of glamour about it that appeals to most food majors, hence, there is more competition for these positions than those in some other aspects of the foods field. Because of the responsibility involved in this type of experimental work—the company's reputation for good products rests in large measure on the work done by the home economist—the people must have several years' experience as a home service representative, extension agent, or dietitian. The larger companies, however, do hire a few recent graduates and train them. Marriage makes its inroads in this field, too, so that there is a fairly constant turnover. A woman who has left the profession to raise a family would have no trouble reentering the profession, and would in fact be more valuable because of her additional homemaking experience.

The test kitchen personnel usually have degrees in home economics, members of the editorial and publicity staffs may be English majors, journalism majors, or business majors as well as home economics graduates.

Many food companies like to have home economists from different

parts of the country because food habits and flavor preferences vary from section to section. From time to time they have even had home economists from different parts of the world.

### PEOPLE WITH WHOM ONE WORKS

*Employer* An applicant for a position with a large company is normally interviewed by the personnel department first. The head of the test kitchen and the head of the department in which the test kitchen is located would probably pool their judgments in selecting a new employee from among several candidates.

*Others* The size of the staff and hence the number of one's co-workers varies from company to company. There may be one home economist and one kitchen. If this is the case, the home economist may perform all of the necessary functions. Such a position requires a person of experience and maturity. On the other hand, the large companies may have a staff of fifty or sixty people, each with quite specialized tasks to perform.

One company employs four home economists and a supervisor. They all develop recipes, do comparative testing, set up photographs, and edit. Another company has a staff of sixteen, six of whom are trained home economists. The others are stenographers and the kitchen assistants and maids who do the washing and cleaning up. The six home economists all cooperate on testing, photography, editing, and publicity.

In another company, employing three home economists and a supervisor, the work is divided. One concentrates on packaging, writing material for cookbooks and leaflets, and advertising. Another concentrates on photography and publicity releases. The third does the testing and prepares food for taste tests. She also works on improving basic recipes and devising new ones. All four staff members can fill in for one another.

### PHYSICAL ENVIRONMENT

The test kitchen tends to be very attractive in appearance, colorful, and furnished with modern equipment of all kinds. It may have a window with curtains, it always has storage cabinets, sink, range, and appliances just as an ordinary home kitchen does. The home economist uses the same kind of equipment homemakers use, except that she has typical laboratory equipment for the exact measurements required in product development.

Usually the home economists wear a white- or pastel colored uniform while working in the kitchen.

Three test kitchens were described as follows:

This pleasant, well lighted test kitchen had modern equipment conveniently located. The equipment consisted of both an electric and a gas stove, a fan to eliminate cooking odors, a garbage disposal, a dishwasher, a refrigerator, and ample counter and cupboard space. In the middle of the kitchen was a handy serving table.

The combined dining-photography area adjoins the kitchen area. It has a dark end wall which can be used for neutral backgrounds and a high ceiling necessary for overhead shots of food displays.

The kitchens are all decorated in a friendly, homelike manner. In addition to the kitchens, each home economist has a desk in the office of the kitchen in which she works. On another floor there are three lovely dining rooms: one furnished in Chippendale, one in Queen Anne, and one in American Colonial. These dining rooms are used for company luncheons to try new products.

There is also a spacious, comfortable locker room where employees may change from their uniforms to street clothes after work.

*This test kitchen consists of three rooms. The first is a typical office with four large desks. The test kitchen itself is divided into four kitchens similar to those in a home and one comparable to an institutional kitchen. The third room is a dining room similar to one that might be found in a home. This room is used by company executives for entertaining, and it is also used for taste testing.*

## SALARY

Salaries for beginners in the field are comparable to beginning salaries in other home economics areas. Large companies which are doing well financially may offer large salaries to staff members who have been with them for ten years or more. One large company encourages employees who have been with the company for three years to buy company stock, offering one free share for every four shares purchased.

The salary may be indirectly augmented by wearing a uniform, which lowers one's clothing budget. Uniforms are usually furnished and laundered by the company.

## HOURS

Test kitchen work is usually a 9:00 AM–5:00 PM job. However, as one home economist said:

I work regular hours, 9:00 AM to 5:00 PM Monday through Friday. But I find I am constantly thinking of new ways to do things. Every time I eat some new food, I try to figure out what is in it or "Why does it look that way" or "I wonder if I could use that."

People working at conventions and on photography often work overtime and/or on holidays.

## VACATIONS

For a beginner, two weeks' vacation is typical. Vacations are lengthened as one's value to the company increases.

In one company the employee is given two weeks' paid vacation each of the first ten years of work. After ten years she gets three weeks' vacation, and after fifteen years, a month's vacation.

## SECURITY

The home economist is affected by policies of cost cutting. In periods when the company is trying to reduce costs, the value of the test kitchen in increasing sales is weighed against the value of using part of the test kitchen budget for additional advertising or other public relations work.

The director of one company's home economics department was asked, "What do home economists contribute to the company?" She replied

Let me say first that they contribute or they don't last. And from this standpoint a job in business has greater risk than almost any other in the home economics field. You may not have the security you would have in teaching or extension service—but you do have the challenge, the excitement inherent in any speculation. A new product going to market—will the public share your opinion and judgment? Will it go? Will it justify to the company the time and money spent in development, marketing, advertising publicity. You said it would. Are you right or wrong?

Another home economist says, "People will always eat, and there will always be a need for trained home economists in this field."

## ADVANCEMENT

*Within the organization* Moving from test kitchen home economist to supervisor of the kitchen or department is one line of advancement. The supervisor's main responsibility is apportioning the work to be done by the staff, establishing the standard of performance, and being responsible for the work of the department. In a large organization with specialized functions, the test kitchen home economist is usually the starting position. Experience there is considered excellent background for work in the editorial department or for work in publicity also.

*Similar organizations* A person may also move from one food company to another for higher salary or greater responsibility. Sometimes a person attains satisfaction by moving to a company which she feels enjoys a fine reputation among food companies. There is a hierarchy among food companies based on the dollar volume of business they do, the number of products they handle, and their reputation for quality.

## RELATED OPPORTUNITIES

Similar jobs for the home economist include working with a non-profit trade organization where some of the same functions are performed for educational purposes and where one's work is not judged in terms of its immediate contribution to sales, working as a home service representative with a public utility, working in communications (as radio, television, magazine, and newspaper food editor), and working in advertising or public relations agencies (handling food manufacturers' accounts) If a person has adequate technical background she may also work in research laboratories or quality control laboratories of a food company

Or one may work for a manufacturer of a product associated with foods For example, a container manufacturer maintains a home economics department to provide the services of a home economist to those customers who do not maintain test kitchens of their own One may also work for a manufacturer of electrical and gas equipment used in preparing food or for a manufacturer of utensils

After marriage, an experienced home economist may operate a consultant service in her own home for companies that do not have test kitchens of their own

## EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

An undergraduate foods major is necessary to qualify as a home economist for a test kitchen position Many foods majors have also met the requirements for membership in the American Dietetic Association (see Chap 9), and may have completed the ADA internship

*Courses* A foods major typically includes

	<i>Semester hours</i>
Inorganic chemistry	6
Organic chemistry	6
Biochemistry	6
Chemistry applied to foods	4
Human physiology	3
Bacteriology	3
Physics	6
Foods	3
Nutrition	5
Experimental foods	6

Other courses students may be encouraged to elect include

Qualitative analysis	4
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	<i>Semester hours</i>
Quantitative analysis	4
Calculus and analytic geometry	3 9
Quantity food preparation	4 6

The ability to speak well before others and to write clearly are other desirable qualities

Presenting your findings to one person or to a group and getting them interested and enthusiastic together with writing clear, concise reports of your work are the qualities that lift test kitchen work out of the non professional area of being just a good cook. Also recommended is a course in food demonstration to improve your poise before a group and your adeptness in handling food. Physiology and bacteriology are particularly helpful in learning how to think in a scientific manner.

A food research person must have sufficient background in foods to know what and how each ingredient contributes to the final product. She must also be well acquainted with what a desirable product is from the standpoint of taste, nutrition and appearance. She must be very well acquainted with the basic cooking principles of starch, protein, and sugar products and with food chemistry and the effects of various ingredients on a product.

Opinions are divided on the value of meeting the American Dietetic Association requirements in addition to those for a foods major.

One home economist was asked if she thought it was desirable to meet requirements for membership in the American Dietetic Association. She said it was not essential, she herself is not a member. Another, however, indicated that half of their staff are members of the ADA.

I feel the ADA internship is very valuable. It puts an employee about three years ahead in her field. It prepares her to take responsibility and teaches standards.

Liking to work with food is also necessary. As one employer said:

Recent graduates are judged on their grades as well as their course work background, but even though a girl is academically well trained for food testing, she may not succeed unless she has a feel for food. A girl must enjoy cooking, know what foods taste good together, and enjoy entertaining and preparing a variety of foods in order to succeed in the food testing occupation.

Imagination is needed for test kitchen work, and sometimes it is hard to think of a good idea on short notice. One home economist suggested that the college student keep a scrapbook of recipes and appealing photographs of food to refer to for inspiration when she is finally on the job.

*Extracurricular activities* One way to become skillful in handling food is to volunteer to work on the food committees for extracurricular activities while one is in college.



*Summer experiences* Summer experience in cooking for a family (even one's own) is excellent. Waitressing in different places each summer to learn about different qualities of food standards and noting customers' food preferences is valuable. Working in a summer camp kitchen or as a dietitian's helper is also helpful.

*Part time work* Most college communities offer part time work opportunities to cater for special parties which use fancy foods.

A part-time job in the Food and Nutrition Department or in any of the basic science departments would obviously be worthwhile.

### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

It is not necessary to take work beyond the bachelor's degree in this field. According to one research director:

The person in most demand is one with practical experience, especially experience with a competitive company for she may have knowledge which would take us time and money to acquire for ourselves.

### PROFESSIONAL ASSOCIATIONS

The test kitchen home economists are sometimes affiliated with American Women in Radio and Television and the Women's Advertising Club because of their advertising and publicity functions. Women doing laboratory research in product development may join the Institute of Food Technology. The home economists who qualify for membership in the American Dietetic Association frequently maintain that affiliation. Some home economists belong to a local association of nutritionists in their area.

### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

In large companies the home economists keep up to date through departmental meetings with product representatives and other personnel who are in contact with the market. Publications of interest to them include:

*Advertising Age* Chicago Advertising Publications, Inc. Gives information on activities of various companies including their competitors.  
*Food Field Reporter* New York Food Publications, Inc.  
*Food Research* Chicago Institute of Food Technologists  
*Food Technology* Chicago Institute of Food Technologists  
*Food Topics* New York Food Publications, Inc.  
*Gourmet* (Magazine of Good Living) New York Gourmet, Inc.  
*Journal of Agriculture and Food Chemistry* Washington, D. C. American Chemical Society  
*Journal of the American Dietetic Association* Chicago American Dietetic Association

# Teaching Homemaking in Junior and Senior High Schools

## EMPLOYING ORGANIZATION

*Objectives* Subject matter and teaching methods change as the conditions of the country change. In the early history of the United States, high school education was available only to people of relative wealth and the courses offered were intended as preparation for further instruction in law, medicine, and the ministry. When it became apparent that if a democratic system of government was to function effectively all citizens must be educated sufficiently to be able to understand issues involving public welfare, free public schools were established and education was made compulsory.

As the United States moved from an agricultural to an industrial economy, employment opportunities for young people changed and increased. They entered manufacturing plants and business concerns as well as farming and the professions. Educators and legislators realized that young people would be better prepared for their futures if the high schools offered courses designed to meet these new occupational goals. The federal government encouraged the states to provide vocational education through two legislative acts—the Smith-Hughes Act of 1917 and the George Barden Act of 1946—which guaranteed federal funds to match the states' expenses connected with offering courses suitable for trades, industry, business, agriculture, homemaking, and practical nursing. The Smith-Hughes Act provided the major impetus for offering homemaking courses in schools throughout the country.

Today education is going through another major transition. Foreign language instruction now emphasizes a speaking ability rather than a formal knowledge of grammar. Mathematics teachers now stress concepts, deductive reasoning, mathematical patterns, unifying ideas—*i.e.*, sets, variables, functions, relations, and so on—rather than the traditional

algebra and geometry skills. Homemaking education is changing too. As Louise Lemmon points out, homemaking has emphasized home production of food and clothing. But the family now acquires material things by buying them rather than producing them at home. Consequently the homemaking curriculum must educate young people to be more intelligent consumers.<sup>1</sup> Dean Budewig points to the increased rates of delinquency, illegitimacy, and divorce since 1940 and the number of admissions each year to mental hospitals as evidence that homemaking teachers need to stress family-life education.<sup>2</sup> A homemaking teacher expressed the same belief as she indicated that her day-to-day activities were those which would enable her

(1) To help the students see that homemaking and housekeeping are not the same, either in goals or in method, (2) to develop in students a desire to rear their families in a wholesome, democratic environment, (3) to enable students to realize that homemaking is a career that must be prepared for, so that if and when they marry they will be ready to accept their responsibilities and consider them a never-ending challenge.<sup>3</sup>

Homemaking teachers are moving from teaching skills to transmitting concepts of general education value. As Aleene Cross says, the homemaking teacher, in her foods classes, should include explanations of the effect of increased pressure on heat when the students use a pressure sauce pan. In addition to explaining the scientific principles which can be demonstrated in food preparation the homemaking teacher should also teach economics, management, and the psychological role of food in family living in her foods classes.<sup>4</sup>

*Sources of financial support* There are three classifications of schools in terms of their sources of support: parochial schools, which are church-supported, private schools, which are supported by endowments and by fees paid directly to the school for tuition, and public schools, which are supported by taxes.

The ability of the school to pay good salaries and to provide buildings, equipment, and supplies necessary for good instruction influences the degree to which the school system and the various departments within the schools can fulfill their objectives.

Each department of the school system files an annual budget request. The homemaking department files a budget request showing new equipment they would like to be able to buy, expenses they anticipate will be

<sup>1</sup> Louise Lemmon, "Is High School Home Economics Education Up to Date?" *American Vocational Journal*, 37:3 (1962), 26.

<sup>2</sup> Caroline Budewig, "Problems and Challenges of Home Economics Education," *Ibid.*, 37:2 (1962), 19-23.

<sup>3</sup> Unless otherwise noted, the indented comments in this chapter are paraphrased statements obtained from teachers who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, N.Y.

<sup>4</sup> Aleene Cross, "Natural Sciences in the Home Economics Classroom," *American Vocational Journal*, 36:8 (1961), 29.

necessary the coming year to repair existing equipment, and an estimate of the amount they will need for day to day operation of the homemaking classes—the cost of food used in cooking classes, cost of transportation to take classes on field trips cost of film rentals, and miscellaneous supplies. The budgets are determined by the board of education on the recommendation of the principal and/or superintendent.

### PLACE IN ORGANIZATION STRUCTURE

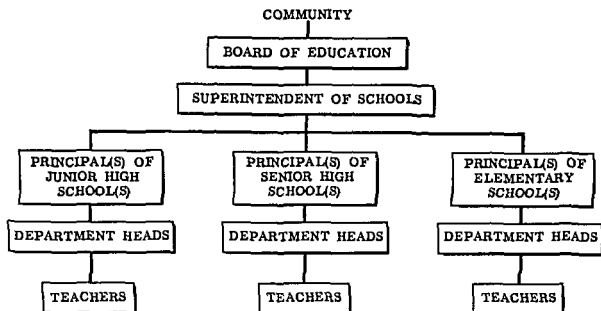
The ultimate authority for decisions about education in our society rests with the taxpayers of the school district (see Fig 6-1). The taxpayers delegate this responsibility to a group of citizens called the board of education. The members of the board of education are elected or appointed according to local ordinance. Some, such as the mayor, are members by virtue of their town office. The superintendent of schools is the #1 Supervisor of a school system, and the principals of the various schools in the system are the #2 Supervisors. Teachers are line personnel in the school organization (see Fig 6-1). If there is more than one teacher of the same subject or grade in the school, the individual teacher's immediate supervisor is the department head.

### POLICIES AND STANDARDS

Some examples of school problems which require policy decisions are whether or not to increase the funds for education, selection of textbooks, introduction of new courses in the school curriculum, length of the class period, experimentation with new methods of teaching, sectioning of students in ability groups, setting of standards for promotion from one grade to another, criteria for selection of teachers, determination of teachers' salary schedules and work loads, orientation of new teachers, preparation of publications for parents and/or students, and setting up of the school calendar including the scheduling of meetings, holidays, and examination periods.

Where and how the decisions about these matters are made influence the teacher. For example, funds may be limited because the members of the board of education who are political officeholders may feel they can be re-elected only if they keep taxes down. A teaching replacement may be, not the best qualified candidate the principal could find, but a local girl who wanted to work near her home and knew enough members of the board to get the appointment.

School boards differ in the extent to which they give the superintendent a free hand to administer the school. Superintendents vary in the extent to which they delegate authority to principals. Principals differ in the extent to which they have the faculty participate in policy decisions.



School services that must be provided for include

- Records of students
- Transportation
- Library
- Guidance department
- School financial records
- Maintenance of buildings and grounds
- Provision of supplies
- Health department
- Attendance officer or visiting teacher
- School lunchrooms
- Extracurricular activities
- Athletic department

*If these services are available in individual schools, the person in charge reports to the principal as his immediate supervisor. If these services are available for the use of students in more than one school, the person in charge may report to the superintendent or to someone whom he designates.*

FIG 61 Organization of a school system

However, it is characteristic of educational institutions for policies to be formulated by committees working with the administrative personnel. These may be teacher committees, student committees, parent committees, or board of education committees—depending upon the problem being considered and the groups affected by the decision.

#### MAJOR FUNCTION

The homemaking teacher's major function is to teach part or all of the courses in the homemaking program, which includes the following aspects of home and family living:

- Selection and purchase of goods and services for the home, consumer responsibility,

Maintenance of satisfactory personal and family relationships,  
 Care and guidance of children,  
 Selection, purchase, preparation, serving, conservation, and storage of food,  
 Selection purchase, care renovation, and construction of clothing,  
 Selection and care of the house and its furnishings and equipment,  
 Maintenance of health and home safety, first aid and home care of the sick,  
 Management of the home conservation and wise use of energy, time, and money by family members,  
 Selection of the provision for education, recreational, and occupational experience by family members,  
 The interrelation of family and community<sup>5</sup>

*People served* The homemaking teacher's students may differ in age, socioeconomic status intelligence, sex, and interest in the subject

The typical group with which a homemaking teacher works includes children (usually girls) in Grades 7-12 There are many exceptions she may work with adults in evening classes, and also with children in the elementary grades, or she may work with boys as well as girls In larger schools, where there are several teachers of homemaking, each one may teach only a few courses and deal only with a certain segment of the school population

Teachers may prefer working with particular age groups One teacher, who has taught all grades prefers the seventh and eighth grades because of their enthusiasm Another, who has herself just graduated from college, feels it is easier for her to work with junior high school students because they are younger Another may prefer senior high students because of the varied and advanced work that they can do

Many times a teacher's enjoyment of her work is influenced by the socioeconomic level of the community in which the school is located One teacher, who works with underprivileged students, said

I enjoy working with them because of the pleasure I derive from seeing improvements in the individual students They can immediately apply to their own lives much of what they learn in class I find it satisfying to see an unkempt girl take an interest in grooming and attempt to improve her personal appearance My students are interested in information about choosing one's marriage partner, most of them will marry before or immediately following graduation from high school

In many schools homemaking is required for all girls in the seventh and eighth grades, and is elective in Grades 9-12 Some teachers prefer teaching required homemaking courses because this assures that each class will have students of all levels of ability

The pattern of the students' backgrounds is also influenced by the

<sup>5</sup> James H Pearson, *Public Vocational Education Programs*, U S Department of Health, Education and Welfare Bulletin OE 80007 (Washington, D C USGPO, 1960), p 4

policies a school has for determining students' programs. If the classes are not scheduled according to the age of the students, it is possible to have students from grades 9-12 in the same class. The material presented may overwhelm the younger students and bore the older student. It is difficult to teach at a level that will appeal to all four age groups. Even girls of the same age group may have very different academic backgrounds. For example, in their senior-year girls who are preparing for college have probably had chemistry and may be interested in the chemistry of foods. Yet they may be scheduled for the same course in foods as girls who are preparing to marry shortly after graduation. The home making teacher is confronted with the problem of reconciling the theoretical interests of the one group with the practical interests of the other. Another problem encountered by the homemaking teacher is that some schools consider homemaking courses a "dumping ground" for students who are not intellectually qualified to handle an all-academic schedule. One teacher came out of college expecting to teach students just like herself, only younger.

I was soon disillusioned. My students were those whom the guidance department felt could not be put into other classes. I had a class of boys who were referred to as "delinquents." They presented a problem at times, and yet the expression on their faces when they took something good from the oven was worth it all.

A group of teachers, asked what aspect of their work provided their greatest satisfaction or dissatisfaction, replied:

*I like the subject matter itself, it covers a great number of topics, and different aspects of it may be taught each year. Also, I am able to see my students making progress in some areas of the subject since actual products may be made by the students as they learn.*

*I am most gratified by the occasional child who really enjoys sewing and takes an active interest in it. I had one seventh grader who helped the other students with their projects when she finished her own. She asked for only one thing for Christmas—a sewing machine of her own.*

*I feel that I, myself, am a better person after teaching so many different types of children. I have developed patience and a keener understanding of human nature and I feel that this has made me an easier person to live with.*

*My major dissatisfactions are the few students who are trouble makers, students who do not contribute to class discussion, who criticize good work done by their classmates, and who make me wonder why they ever chose any of my classes.*

*My chief peeve is having students placed in my class who have no interest in school work. Teaching students with limited academic ability and interest makes a teacher's job very monotonous.*

*Getting to know the needs of individuals served.* The homemaking teacher, like other teachers, familiarizes herself with current research

on the needs of adolescents. But any teacher gets to understand the needs of her pupils best, of course, through experience in teaching. The teacher can tell by her students' reactions whether or not the ideas she is presenting are new and stimulating and applicable to their life circumstances.

In small cities the homemaking teacher may visit the home of each of her students at least once a year to observe their living situation and talk with one or both parents. This actual contact with the student's environment helps her to adjust her teaching so that it is more meaningful. For example, if she finds people in the community freeze their own vegetables and preserve fruits, she may include instruction in methods of freezing and preserving in her foods course. In a different community, the treatment of frozen foods might deal with purchasing them. In larger cities the only direct contact the teacher has with the girls' parents is usually a brief chat during Open School Night.

A skillful teacher may get to know more of the exact nature of her students' needs by having them select their own projects dealing with the topics in her course.

*Determining a satisfactory plan for meeting these needs.* Understanding both the objectives of the homemaking courses and the needs of her students, the teacher must plan the scope and sequence of topics she expects to include in each of her courses. The specific topics to be included in each homemaking course may be prescribed by the state department of education. If so, this information is issued in the form of course outlines. States vary in the rigidity with which these outlines must be followed. In some cases they are furnished only as suggestions, in others they must be closely followed and the students are required to pass state examinations. These state outlines usually come into being at district or state conferences of homemaking teachers at which committees are appointed to submit suggestions for different courses. These suggestions are later considered by the conference and a consensus arrived at.

If there are several homemaking teachers, in the same school, they must plan courses together so that all students taking seventh-grade sewing for example cover the same topics and will have the same background for the next sewing class. In such schools it is sometimes possible for each teacher to specialize, and teach only that subject which she likes best. Some teachers prefer to work in smaller schools where they will be able to plan all the work themselves.

In cities where there are several junior and senior high schools, the city board of education may want to make offerings in homemaking uniform throughout the city. In such cases, the homemaking teachers in all the schools meet together to plan the homemaking curriculum.

In most schools, teachers are required to submit their plans to their supervisor. Policies about lesson plans differ from school to school.



In some schools, teachers are required to submit lesson plans to the principal about once every two weeks. This provides the school with a record of what is going to be taught to a specific class on a specific day. The major reason for this system is to keep the standard of teaching at a high level. Teachers may get a little lax in following the objectives of their courses or may come to class unprepared if they do not make definite lesson plans. The plans are particularly useful when the regular teacher is absent, for then the substitute teacher knows what material she is supposed to cover.

In other schools, teachers are required to plan their classes one week in advance. The head of the homemaking department checks and approves the plans.

In some schools, lesson plans are blocked out in broad areas for a whole semester. For instance, general plans for the spring term are due before Thanksgiving vacation. Detailed daily plans are due two to four weeks in advance.

Lesson plans include the unit title, a statement of objectives for that unit, an outline of the information to be included, a description of the methods the teacher plans to use, and the references she used in drawing up the plan. Here is a typical plan for an eighth-grade homemaking class:

By eighth grade, interests are developing in doing things for others and girls need an opportunity to socialize. They take pride in their homes and families but their interest span is short and they are often impatient with family members, especially brothers and sisters. Units are based on these needs so girls have an opportunity to learn to get along with others through discussion groups. Appearance is emphasized in the teaching of nutrition through units in foods for lunches and brunches. *Because money is important to them, consumer buying is discussed and stress is placed on wise spending habits keeping goals and values in mind.*

The unit on consumer buying was titled "When We Shop," and the teacher's plan for the unit—which would cover six or seven weeks of class time—was as follows:

#### OBJECTIVES\*

1. To learn how to be a wise consumer,
2. To develop an ability to select the best store in which to shop, depending on the item to be purchased,
3. To know how to read labels, compare weights and sizes,
4. To learn consideration for others when shopping,
5. To learn to buy intelligently.

#### LEARNING EXPERIENCES\*

- I. Define the term, *consumer*
- II. Become aware of sources of income and common expenditures for which families spend money.
  - A. Consider individual's share of the family income,
  - B. Discuss the American standard of living;
  - C. Be conscious of how family goals and values influence spending.

- III Examine labels and products of various canned foods and compare
- IV Demonstrate good shopping practice through the use of skits
- V If possible visit a supermarket
  - A Observe the use of color in produce displays,
  - B Look for tie in sales,
  - C Observe how displays are created for holidays,
  - D Look for foreign foods, such as cheese,
  - E See how many folders and pamphlets are offered,
  - F Observe items other than food items offered for sale in supermarkets
- VI Have student reports on items such as hosiery, sweaters, shoes, lingerie cosmetics, suits, coats, and so on

## REFERENCES

- Junior Homemaking* Jones and Burnham (Lippincott, 1958)  
*Experiences in Homemaking* Leitem Miller (Ginn & Co., 1954)  
*Sharing Family Living* Baxter Justin, Rust (Lippincott, 1951)  
 Household Finance Co booklets  
 Other current literature available from business organizations \*

In making plans, the cooperation of the school principal is very important. Policies about renting films, taking class trips, and buying equipment for the department are usually determined by the principal. He may also be the one who decides whether or not a teacher may introduce a new course. Some principals permit teachers to add to their program any course that is clearly related to homemaking.

*Executing the plan* It is important for a teacher to have a good command of homemaking subject matter and to know how to plan her course to meet the needs of the students and how to use classroom time efficiently. But equally important is the relationship she establishes with her students. Teachers describe this relationship differently.

It is important to have a warm relationship with the students, to enjoy working with them and understanding them. When the school hires a new teacher, it is more interested in whether or not the pupils will "take to her" than in her specific techniques—these will improve with experience.

The most important qualities for a teacher are self control, patience, a sense of fairness, good humor, tact, and the ability to like and get along with young people and adults. Liking the subject you teach is also important.

A homemaking teacher must practice what she preaches—i.e., be neat, maintain her department well, show patience and courtesy. Since courtesy is an outstanding characteristic of a gracious and poised homemaker, this quality must constantly be exhibited by the teacher.

The teacher sets an example for the student. A likeable teacher displays enough authority to control the class but she does it in such a way that students can still be easily reached. A teacher should, above all else, be one who can be trusted as a friend and guide.

\* Marilyn Bushnell *Homemaking Curriculum Guide*, *Atonworth High School* (Pittsburgh 1961, unpublished), p. 9ff. Quoted by permission of Mrs. Bushnell and Suzanne Fisher, the student who included the curriculum guide in a paper written for CS-100.



The homemaking teacher gathers members of her class around her desk to show them a construction technique. (*Photograph courtesy of the New York State College of Home Economics, Cornell University.*)

Homemaking classrooms are often described as being informal in atmosphere. Most of the teaching goes on while the students are working. For instance, if one girl in a sewing class is ready to put the collar on a blouse, the teacher usually gathers the girls around her desk and shows them all how it is done. In this way she does not have to explain it to each girl separately, and yet they know what to do when they get to applying a collar themselves.

In trying to be specific about how a teacher keeps control of her class in this type of atmosphere one teacher said:

It is important for a teacher to laugh with her class; one can be friendly with the students, talk and joke with them as they are working, if one is strict in seeing that they keep busy.

A recent college graduate, who teaches senior high school girls, said:

I find that by dressing in much more businesslike clothes than the teen-agers and by keeping out of the gossip and talk about other teachers and students, I maintain the girls' respect and keep my status as a teacher.

The ease with which a teacher conducts her class is frequently a reflection of the care she has taken with the many behind-the-scenes details. Particularly important is the illustrative material she uses—pamphlets, wall charts, mounted pictures, and demonstration samples. One teacher indicated that she felt this was the most difficult area for

a beginning teacher it takes a year or two of experience to identify and collect meaningful material. Another teacher commented that she looks at everything with her classes in mind. She found a source of ideas in an annual hobby crafter's exhibit held at a local museum. There were many toys and household items made from scraps of material which she could have her students make. Homemaking teachers in a given county may hold periodic meetings at which they exchange ideas and discuss projects undertaken by their students. College course outlines and materials can also be adapted to the high school level. Commercial concerns, such as pattern companies and food manufacturers, distribute material illustrating the use of their products which can be used for classroom instruction. The teacher may prepare a classroom bulletin board display featuring the theme of the unit being studied in one of her classes. To illustrate points discussed in a class on table setting, she may arrange a class trip to a local store to see the displays of china and glassware. She may invite community experts to teach one of her classes—for example, she may ask a savings bank loan officer to talk about financing the purchase of a home.

### OTHER FUNCTIONS

Although teaching is her primary responsibility, the homemaking teacher has a number of other duties as well.

*Conferences with students* Because of the kinds of topics considered in homemaking classes, many students come to the homemaking teacher for help with personal problems. Sometimes these questions are raised in the classroom, but often these conferences take place after school or during the teacher's free period.

A student who is having trouble with a classroom project may need extra attention in order to keep up with the class. Sometimes the homemaking teacher gives a student extra help with some project she voluntarily started at home.

*Home visits* The teacher of a vocational homemaking program may visit the student's home not only to become familiar with her background and needs but also to help her with the required home projects which are part of that instruction. Her visit may include an explanation to the parents of the purpose of the home projects.

In some communities the homemaking teacher visits, during the summer, the homes of students who will be entering the junior high school the following fall. She explains the purpose of the homemaking program to the student and to the parents.

*Maintaining the department* Part of the teacher's regular responsibilities include checking equipment to see if any repairs are needed—an oven that won't heat to temperature, a refrigerator or sewing machine that may not be operating properly. If she needs new equipment, she

may need to take time to visit local retailers and determine by first-hand examination the relative merits of equipment of different manufacturers

Once a year, at least, the teacher must take inventory of the equipment and supplies assigned to her department, and note any replacements that need to be made

Shopping for food to be used by the students may be an after-school assignment for teachers who do not have a delivery arrangement with the local market. Food supplies and sewing supplies must be requisitioned through the school. The procedure varies from school to school. In some schools, the principal may have to approve a purchase order even for a spool of thread.

*Contacts with parents* Contacts with parents take many forms. The teacher may have individual conferences with parents whose children are having problems. One experienced teacher says the secret of success in this situation is honesty accompanied by extreme tact. Most schools hold open house once a year—usually during National Education Week—when parents visit the school and talk to teachers. The homemaking teacher frequently prepares an exhibit of the work done by her students to show the parents. Parent-Teachers Association meetings are a common responsibility of all teachers. The homemaking teacher may work on a joint parent faculty committee, she may be asked to give a talk to the group on some aspect of her work, or she may help with refreshments for this group as she does for others.

Teachers sometimes have mixed feelings about parents. Because her subject matter deals with home practices, the homemaking teacher may encounter more pronounced reactions to her teaching than other teachers do. For instance, many parents are grateful that their children are being taught correct methods of cookery, but they frequently expect them to be experts on their first try. They may not realize the necessity of practice in the home, and consequently attribute any mistakes to the teacher's method. Also, parents may not accept what the child has learned and will not yield to the child's suggestions for doing something in a different way. On the other hand, if a teacher is sensitive to the standards of the community, she helps her students to learn how to introduce new ways of doing things at home. One of her greatest feelings of accomplishment comes from realizing that her teaching goes into countless homes in the community and influences not only the welfare of individual students but also that of their entire families.

*Contributing to the over-all program of the school* All teachers must attend faculty meetings and work on faculty committees. A teacher is expected to take an active interest in faculty problems, to serve on committees, and to be a good faculty representative. Her conscientiousness as an instructor and member of the faculty forms the basis for good relationships with the principal, the superintendent, and the school board.

The homemaking teacher often acts as hostess for school functions. She may be asked to prepare refreshments for faculty committee meetings, meetings of the board of education, student council projects such as interschool get togethers, and luncheons for Career Day speakers and similar groups. As one teacher expressed it:

A good homemaker is judged by her hospitality and willingness to make guests comfortable. Similarly, a homemaking teacher who aids in arranging teas and banquets for parents, visitors, and faculty members is highly regarded.

Some teachers of homemaking take care of the school cafeteria. This involves planning menus, tallying the cash received each day, and making out reports to the board of education and to the state. This is quite a time-consuming responsibility. One teacher who handled the planning of menus in the school cafeteria had some of her students help in this aspect of the work, and used their suggestions—where appropriate—to build good will of the students toward the food served in the cafeteria.

Like other teachers, the homemaking teacher usually has a study hall period and a home room.

One of her natural responsibilities is to act as adviser to Future Homemakers of America, a homemaking club. This club may have a variety of activities such as bake sales and dinners to earn money to send a delegate to the state FHA convention. She may also advise other groups (depending upon her own interests), and chaperon school dances and school sponsored bus trips to football or basketball games.

And because she is the homemaking teacher, she may be asked to mend some little child's trousers that got torn on the playground or to remove a spot from the principal's coat before he addresses the school assembly.

*Contributing to the community outside the school.* A homemaking teacher can acquaint the community with the significance of the home making program through her participation in church organizations and women's clubs. Townspeople may call her on the telephone to ask how to make bound buttonholes, how to treat grease burns, or to find out how much spaghetti sauce will be needed to feed eighty people at a church supper.

The homemaking teacher who has been in a particular community long enough to have some of her former students graduate and establish homes of their own often finds much additional gratification when they return with their husbands and children to tell her of the joy they are deriving from having their own homes. Sometimes the recently married ones come to ask advice about some aspect of their new lives.

If the school system has an adult education program, the homemaking teacher may conduct evening classes. One teacher who conducted a sewing class for adults found them quite different from her high school

students. She felt that the women came with set ideas and accepted only reluctantly the methods and techniques shown by the instructor. This teacher considered the adult classes one of the disadvantages of her job. Another teacher, who indicated that she let her adult students make anything they desired, from slipcovers to formal gowns, thoroughly enjoyed the experience. She felt that learning the needs of older women helped her improve her high school teaching.

*Paper work.* Teachers also have a great deal of paper work to do. Customary duties of this sort include keeping attendance records, keeping records of projects completed by each student, assigning grades to homework and projects, making out and grading examinations, writing out permission slips for field trips so that home room teachers know where the students are, writing letters requesting the loan of films to be used in class, ordering books and pamphlets for use by the students, and ordering food for cooking projects.

*Determining the responsibilities of a given teacher.* The homemaking teacher's responsibilities vary from school to school. The teacher in a small school has more opportunity to get to know individual students and their families. She helps students with their personal problems. She gets to know the other faculty members very well. But she must also teach the entire homemaking curriculum and assume all the responsibilities assigned to the department.

In a larger school, the situation is often more impersonal. The homemaking teachers' responsibilities are distributed among the various members of the homemaking department staff. In one large school system, the extracurricular activities were assigned to teachers on a point system. Each teacher received one point credit for each hour's after-school work, and an effort was made to equalize the number of points carried by staff members.

#### TYPICAL DAY

One teacher described a typical Monday schedule

8 00 AM	Arrive at school
8 10	Call Guidance Office for information on National Honor Society tea on Friday
8 12	To main office to order textbook for girl who wishes to own her own copy
8.16	Recheck lesson plans and assemble materials for day
8 22- 9 07	Homemaking II
9 07- 9 10	School psychologist to home economics room to check exact time she is to come to class for talk
9 10- 9 55	Homemaking V.
9 58-10 15	Study hall (held in cafeteria) After attendance is

checked, itemize department bills for month of November, check with cafeteria manager regarding cups for National Honor Society tea, check with Guidance Office to see that Betty Crocker test would be announced on weekly bulletin, and read over department mail

- |             |  |
|-------------|--|
| 10 45-11 31 | Homemaking III Speaker School psychologist   |
| 11 31-12 03 | Lunch  |
| 12 05-12 06 | Two girls from ninth-grade science class inquire about using ice cubes for experiment in class on Tuesday    |
| 12 06       | Phone call from another home economics teacher regarding county meeting Wednesday evening                    |
| 12 15-12 40 | Social time in faculty room  |
| 12 40-12 54 | Recheck department bills, fill ice cube trays, check cookie recipes for National Honor Society tea on Friday |
| 12 54- 1 39 | Seventh grade Homemaking   |
| 1 39- 2 27  | Eighth grade Homemaking  |
| 2 27- 2 30  | Two girls inquire about Betty Crocker test   |
| 2 30- 3 30  | Faculty meeting to plan Christmas Party  |
| 3 35        | Leave school   |
| 4 00- 4 15  | Shop for materials for table decorations for tea on Friday   |

### EMPLOYMENT OPPORTUNITIES

There has been an unsatisfied demand for homemaking teachers for many years. It is nationwide in scope, and opportunities exist in communities of all sizes. The field is relatively easy to re enter, particularly if one has a permanent teaching certificate. Because of the need for substitute teachers it is also often possible for married women to teach on a part time basis. There is no competition from people with other educational backgrounds. One must be a certified teacher of homemaking.

### PEOPLE WITH WHOM ONE WORKS

*Employer* In the supervisory echelon, the principal is the most important person to the homemaking teacher. His vision as a leader, his attitude toward her as a fellow educator, and his feelings about home making as a field are among the most important factors in her job.

Teachers may be selected by a committee of the board of education, by the superintendent, or by the principal. In some schools the teaching candidate may be interviewed by several people, including the head of the homemaking department.



*Others* The homemaking teacher's co-workers include the other professional staff members (who also have college degrees), the clerical staff of the school (who may or may not be college graduates), and the janitors or other maintenance people

### PHYSICAL ENVIRONMENT

Most homemaking classrooms try to simulate a typical home. The basic areas include a kitchen, a living-dining area, and a workshop-laundry-storage area. One teacher feels that twelve students to a class is ideal. For sewing, she recommended three students per machine, for cooking, four to a unit. Her requirements also included many storage cupboards and access to a movie projector.

The equipment used in high school classes is fairly standard, kitchen equipment and utensils, sewing machines and supplies, and sample books for interior design classes. Some homemaking teachers try to have both gas and electric stoves and refrigerators so that their students have an opportunity to learn the advantages and disadvantages of each. The homemaking classroom often reflects the teacher's judgment of what is important.

Miss A's classroom was divided into two rooms with a wide doorway between them. Each room had its own entrance to the school hall. The first room contained the living area, the sewing section, and desk space for Miss A. The adjoining room had study tables, a blackboard, demonstration tables, and racks for schoolbooks. It also contained the kitchen and laundry areas. There were three separate kitchens with both gas and electric ranges, but only one refrigerator. There was one automatic washer and dryer in the laundry. The kitchens also included a sink, a metal cabinet and a large work area. There were no garbage disposals or electric can openers, or other similar appliances which many households have.

Miss B's classes were conducted in two rooms with no doors separating them. There were usually two classes going on simultaneously. Each of the four kitchens was equipped with a stove (two electric and two gas), a double sink, refrigerator, space for a dish washer, and cupboards with adjustable shelves. There were lightweight tables of different shapes and plastic stack chairs. In the laundry area there was a washer and dryer. The living room had a buffet where dishes and silver were kept. The sewing room had six regular machines, one portable, and one zig zag machine. There was space for three ironing boards and irons.

### SALARY

Three main factors determine a teacher's salary: education, experience, and ability. Most states require a major in home economics. Additional credit toward an advanced degree, earned in night school or during summer sessions, may qualify the teacher for a higher salary. Higher

salaries are customarily paid to experienced teachers. Sometimes salary increases are automatically granted in terms of years of experience. Increases called merit increments are granted for demonstrations of good work in the classroom and for participation in the responsibilities of a teacher outside the classrooms or in the community.

Salaries are indirectly augmented by the fact that homemaking teachers are able to buy kitchen appliances, laundry equipment, home furnishings and sewing equipment for their personal use at a discount from various manufacturers. These opportunities are publicized to the teachers at annual conventions of their professional associations and through their magazines.

The fact that teachers who do not have vocational homemaking programs normally work nine to ten months a year, depending on the actual school calendar, should be considered in evaluating salaries.

### HOURS

A teacher's day officially begins between 8:00 and 8:30 A.M. and continues until between 3:00 and 4:00 P.M. Monday through Friday. (An advantage of the teaching field is the convenience of these hours for married teachers.) These are the official classroom hours; however, her other duties extend her work day considerably so that she often works evenings as well as weekends.

The school day customarily is divided into six or seven periods of forty to fifty minutes each, and the homemaking teacher usually has only one free period each day.

### VACATIONS

The two-to-three month vacation period teachers have, together with the legal holidays and extra time at Christmas and spring vacation, is usually considered one of the major advantages of the field. But in order to maintain one's permanent certificate for teaching, it is necessary to have some "in service" training from time to time as specified by the state. There are various ways to meet this requirement, one of them is by studying in the summer months to keep one's knowledge up-to-date. Consequently, many teachers spend a number of summers in additional study. Some use this time to work for advanced degrees.

### SECURITY

Most public schools have a tenure provision in the teacher's contract. The typical probationary period before granting a person tenure is three years of successful teaching.

### ADVANCEMENT

*Within the organization.* If the homemaking teacher is in a school which has two or more homemaking teachers, her first step in advancing professionally is to become the senior person within her own staff—that is, head of the department. The head of the department frequently teaches fewer classes because of her other responsibilities. She has final responsibility in decisions regarding the management of the department.

*Similar organizations.* It is also possible to advance by changing schools. Teachers normally have a goal in mind about the kind of school and community in which they would like to settle eventually, and they may hold several positions while working toward the one they want ultimately.

Or, if there are several schools within a given community which are under the same board of education, the homemaking teacher may advance to becoming the supervisor who coordinates the homemaking program for all the schools in the district. The main job of the supervisor is to aid the teachers in doing their work as effectively as possible. This may include reviewing and recommending textbooks, supplementary reading, and visual aids to make the teachers' work easier and more interesting to them and to their students. Many times she handles the over-all budget for teaching homemaking in that district including the ordering of supplies for all schools. The supervisor may help the teachers in her district plan the homemaking curriculum. She may also participate in the selection of new homemaking teachers in the district. The supervisor is a mediator in conflicts between the teachers, students, parents, and school administrators.

There is also a state supervisor whose responsibility it is to develop an excellent homemaking program throughout the state.

### RELATED OPPORTUNITIES

It should be noted that not only the teaching field but many other related areas are open to the home economics education major. This is true because the teaching curriculum requires one to take courses in all areas of home economics. The student qualified to teach homemaking might also consider working as a home demonstration agent, 4-H Club agent, public utility home service representative, retailer, social worker, or journalist.

Several years' teaching experience makes one a more valuable potential employee in any of these related fields and adds to one's employment possibilities, public relations work, consumer education, and service in foreign countries. If the homemaking teacher has had experience in the school cafeteria, she might also consider other positions in food administration.

The home economics education curriculum provides the strongest background for a wide variety of employment opportunities

### EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

In order to teach homemaking one must be certified by the state education department. In New York State a homemaking teacher may have any one of three types of certificate

A provisional certificate is issued for a ten-year period and is granted to candidates graduated from an approved four-year high school and from an approved four year teacher education course in home economics. Courses must include 18 semester hours in professional courses, 36 semester hours in appropriate technical courses in home economics and a minimum of 27 semester hours in required related areas approved by the state education department

A permanent certificate is granted to candidates who have successfully completed 30 semester hours in post-college courses approved by the state education department

If school boards are unable to obtain the services of a certified home making teacher, they may issue a one-year temporary certificate to a person who does not meet all of the requirements for certification. Teachers holding temporary certificates must be replaced by certified teachers as soon as possible

The number of credit hours of course work required in education, home economics subjects, and general education vary from state to state. A freshman should write to the state education department of the state or states in which she wishes to be certified so that she can plan her college program to meet the requirements

*Courses* The areas of work and the credit hours required in each for certification are specified by the state department of education. Each college which offers a program for the training of teachers of homemaking submits to the state education department a list of the courses it offers which fulfill the state requirements. The individual college may also add some requirements of its own. For example, here is the distribution of courses and credit hours followed by students in the New York State College of Home Economics in 1961-62

	SEMESTER HOURS
I Basic sciences	
A Biological sciences	
1 Human growth and development	3
2 Biology, zoology, bacteriology, botany, or biochemistry	3
B Physical sciences	
1. Chemistry	3*
2 Physics	3

\* The State Education Department, *Homemaking Education in Secondary Schools* (Albany, N.Y.: The University of the State of New York, 1960), p. 9

\* Because of the way courses in chemistry and in the Department of Food and Nutrition are offered the student actually takes at least six hours of chemistry

C. Social sciences	
1. General psychology	3
2. A course in history, government, sociology, or other social science dealing with study of the United States	3
3. A course in history, government, sociology, or other social science dealing with the study of a contemporary society other than our own	3
4. Elective	3
D. Science elective	
Any science course (often the second term of a course taken in biological, physical, or social science)	6
II. English literature and composition	6
III. Home economics	
A. Orientation to the field of home economics	2
B. Child development and family relationships	
1. Development of human behavior	3
2. Family relationships	3
3. Health of the family	2
4. Experience with nursery school age children, child guidance, or observation of children	2-3
C. Food and nutrition	
1. Elementary food and nutrition	5
2. Maternal and child nutrition or advanced nutrition	2-3
3. Chemistry and its application to foods	3-4
D. Household economics and management	
1. Economic conditions in relation to the welfare of families	3
2. Management and work of the home	3
3. Home management—apartment residence	4
4. Management problems in the home or management in relation to personal finances	3
E. Housing and design	
1. Fundamentals of design	2
2. Fundamentals of interior design	2
3. Fundamentals of housing	2

4 Advanced design, interior design for limited space and budget, house planning, historic furniture and interior design, advanced interior design or human factors in housing	3
F Textiles and clothing	
1 Clothing construction (or if student is excused from this course apparel design—pattern making)	3
2 Textiles	3
3 Design and color in apparel	3
IV Professional education courses	
A Philosophy of education	3
B Educational psychology	3
C Methods and materials	2
D Practice teaching	8
V Electives	17-20

Experienced teachers indicated that their courses in child psychology helped them to understand their students. Methods courses were important for learning how to make lesson plans. Among the courses which were not required but which some teachers wished they had taken were journalism, because of the opportunities for writing as a sideline to teaching, demonstration techniques because the teacher usually presents her subject matter to students by demonstration rather than by lecturing, visual aids, because of the frequency with which she must prepare bulletin board material and other displays, and such liberal arts courses as fine arts, philosophy, language, and literature and social sciences (elected as well as required).

*Extracurricular activities* Experience in any college extracurricular activity which has a counterpart in high school activities is useful to a prospective homemaking teacher. Belonging to the college home economics club may provide one with some program ideas for adaptation to the FHIA high school program. Such activities as the community service programs of the college religious organization, which give the student an opportunity to work with groups of high school students, are particularly helpful.

*Summer experiences* Summer work experiences are helpful in two ways: they assist one to discover the most suitable field of work, and they add to one's background for teaching. For example, one teacher said that her summer experience in college led her to her present position through a process of elimination.

Working in a department store, in a restaurant, and as a volunteer worker in a hospital convinced me that merchandising, restaurant man-

agement, and dietetics were not for me. It was my desire to help adolescents that led me to teaching.

Several teachers were asked which of their summer experiences provided the most useful background.

*Clerking in a department store.* Even though I was not interested in retailing, the experience of meeting and working with all kinds of people and of becoming acquainted with the various qualities of merchandise helped me with my teaching.

I worked in a library one summer and found it a good way to meet and talk with children and to become acquainted with reference materials in the field of home economics.

I cooked in a boys' camp one summer, the next, I was in charge of a tearoom, and another summer, I worked in a resort kitchen making pastries. All of these experiences helped me in teaching foods.

*Part time work.* Part time work helping in the Department of Home Economics Education in the college or university one attends enables students to get to know their professors better and to learn about the research being done in the field. It also brings one in contact with graduate students who usually are young people with a few years of teaching experience.

If a student is willing to work without pay, she may ask to assist the homemaking teacher in the local public school during the opening of school in September before college begins or at holiday vacations when the public school is still in session. She will get the feeling of the classroom, and the homemaking teacher would undoubtedly be interested in helping her discover what it means to be a teacher.

#### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

Since additional credits beyond the bachelor's degree are necessary in order to qualify for a permanent teaching certificate, most teachers plan to complete work for a master's degree while acquiring these hours. The areas of study for graduate work approved by the state education department are extensive, hence, a high school teacher may meet the qualifications for teaching at the college level for teaching another high school subject, and, sometimes, for serving as a guidance counselor in the high school.

#### PROFESSIONAL ASSOCIATIONS

Homemaking teachers usually join their county teachers association group. Other associations which are helpful and which they are eligible to join include the American Vocational Association, a group devoted to the improvement of education for vocations throughout the United

States, the Department of Home Economics of the National Education Association, which is interested in the interpretation of home and family life education to school administrators and to teachers in other subject-matter areas, and the Association for Supervision and Curriculum Development, which is another subdivision of the National Education Association. Some states have an organization of all homemaking teachers in the state.

### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

In addition to the publications of interest to teachers of any subject, the homemaking teacher has two other professional journals of particular interest to her.

*American Vocational Journal* Washington, D C American Vocational Association

*DHE Topics* Washington, D C Department of Home Economics of the National Education Association

Three magazines have feature articles of interest to home economics teachers and a number of ads of companies which issue free educational materials to teachers. They are

*Forecast for Home Economists* New York McCall Corporation

*Practical Home Economics* New York Scholastic Magazines for Teachers of Home Economics

*What's New in Home Economics* New York Reuben H Donnelly Corp

Simplicity Pattern Company, New York, publishes a magazine for homemaking students, *Modern Miss*, and a companion magazine for the teacher, *Modern Teacher*.



## *Home Service Representative*

### EMPLOYING ORGANIZATION

A home service representative is employed by gas or electric companies, most of which are public utilities. Public utilities are a special type of business enterprise. They include not only the companies which provide power for light, heat, and refrigeration, but also those which provide water for domestic, commercial, and industrial purposes, and for fire protection, those which provide the facilities for sanitation, such as sewage services and garbage disposal plants, the communication services—postal, telephone, telegraph, and cable services, and radio and television stations, and the transportation services—namely, railways, airlines, motor transports, and waterway services.

It became apparent that the public welfare would be served best by controlling competition in these fields and by imposing government regulation on the companies providing these services. In the case of power companies, for example, it was judged that there is a limit to the space available along the streets for power poles and under the streets for gas mains. It was not reasonable for three adjacent houses to be served by three different power companies. Also, the cost of the equipment necessary to generate, transmit, and distribute electricity and artificial gas and to transmit and distribute natural gas is very high. Therefore the rates a company charges customers would have to be much greater if the area or number of customers served were restricted by competition.

A public utility operates by a special permit called a 'franchise,' which is granted by a governmental unit—municipal, county or district, state, or federal. All public utilities agree (1) to provide their services to anyone who requests them, (2) to render adequate service, (3) to charge reasonable rates, and (4) to serve without unjust discrimination among their various classifications of customers.<sup>1</sup> The public utility, in turn, has the right to adequate compensation and the right of "emin

<sup>1</sup> Martin G. Glaeser, *Public Utilities in American Capitalism* (New York: The Macmillan Co., 1957), p. 9.

ent domain'—that is, the right to take private property (with compensation for the owner) for a purpose deemed to be in the public interest. An example of eminent domain is the right of a power company to notify a farmer that it needs two acres of his land on which to erect a substation. It must pay him for the land, but the farmer cannot refuse to sell it or prohibit the company from erecting the substation.

*Objectives* Like other business concerns the objective of a public utility company is profit.

*Sources of financial support* According to Clemens, cities or municipalities are usually the governmental units involved in owning and operating utilities.<sup>2</sup> States have owned utilities to some extent, and the federal government is particularly involved in ownership and operation of the large hydroelectric plants of the Tennessee Valley Authority, the Grand Coulee Dam, and other government projects. Private ownership predominates in the gas industry because of the technical nature of its production. Generation and distribution of electricity have been mainly in the hands of private companies, but public ownership is increasing.<sup>3</sup>

Public utilities which are private corporations are financed as other corporations are—i.e., by the sale of bonds, stocks, and service. Government owned utilities secure their capital from taxes and bond issues and their income from sales of their service to consumers.

### PLACE IN ORGANIZATION STRUCTURE

The power company is organized in much the same way as a manufacturing concern, with the 'operations' division taking the place of the production division (See Fig 7-1). The operations division plans the erecting and extending of lines for service, and the building and repairing of generating stations. The financial division has the same responsibilities as that of a manufacturing concern: collecting from customers, paying the company's obligations, and handling the investment of capital and income. The sales division of a utility company is subdivided by type of consumer into residential, commercial, and rural users, and takes charge of sales promotion and advertising. The home service representative is part of the sales division performing a service for them. The legal division handles any franchise questions that may arise. Personnel handles the employment and training of employees.

A power company is organized on a district basis. There are sales managers and operations personnel in each district, plus an office manager and clerical help who handle collections from customers.

<sup>2</sup> Eli W. Clemens, *Economics and Public Utilities* (New York: Appleton Century-Crofts, Inc., 1950), p. 13.

<sup>3</sup> *Ibid.*, pp. 548-49.

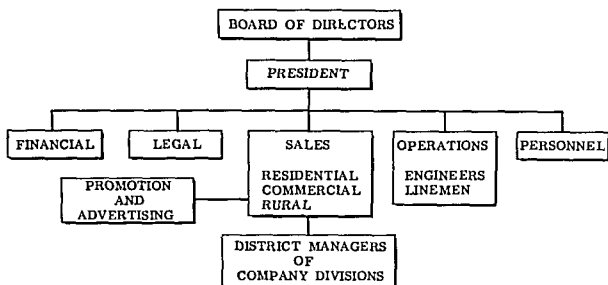


FIG 71 Organization of a power utility company

## POLICIES AND STANDARDS

The policies and standards of a gas or electric company involve its duties under the terms of the franchise. The law says the rates the company can charge for its services must be "just and reasonable." The actual rates are determined by a state commission of three to seven men, usually, elected or appointed by the governor of the state. The commission is a fact-finding group which establishes, by examining the utilities account books, the amount of money invested in equipment, costs of operation, and the amount of service rendered, and determines what rate would be just and reasonable.

The utility is pledged to render adequate service. From the consumers' standpoint this means that the gas will contain the same number of units of heat delivered at about the same pressure at all times or that the electricity will be delivered at the proper voltage at all times. Customers expect their gas and electricity to be available continuously and without interruption, and they expect it to be delivered with necessary safety precautions.

Policies and decisions about ways to meet competition or ways to increase sales are of particular concern to the home service representative. Gas and electricity are used for cooking, refrigeration, water heating, and house heating. Electricity is used in addition for illumination, for numerous appliances, and for radio and television. If she works for a company that sells gas or electricity alone, the home economist is concerned with competition from the other major power source and from the sale of bottled gas.

The home economist is also influenced by the manner in which the budget for her activities is planned. For example, is she consulted about

it or does the Sales Promotion and Advertising Manager make the decision himself?

Whether or not the power company sells equipment and appliances itself also affects the activities of the home service representative. Some utility companies sell the products of various manufacturers. They may have their home service department test the equipment and apply the utility company's standards of performance in evaluating it and determining whether or not to carry it. If the utility company does not sell equipment the decision about which manufacturer's equipment to install in their own auditorium and use for demonstrations will affect the home service representative.

### MAJOR FUNCTION

The major function of the home economist working for a power company is to increase sales of the source of power (gas or electricity) by helping consumers learn to use their electric and gas equipment or appliances effectively so that they will use them often or by encouraging them to want additional equipment which they do not presently have. As one home service representative said:

The purpose of the home service department at the gas company is, of course, to promote the use of gas appliances. Each one of our services, whether it be public demonstrations, home calls, or even teaching Girl Scout classes, is directed toward increasing public knowledge of the uses and advantages of gas.\*

The home service representative educates the consumer by (1) giving demonstrations of equipment, (2) making home calls to help consumers learn to use their equipment and (3) serving as a consultant for homemakers who are building or remodeling homes and want advice on lighting or space management. How much time she spends on each of these activities varies with the community and with the success of the home service department in making homemakers aware of the services it can provide. Historically, however, demonstrating has been most characteristic of the home service representative.

*People served.* Homemakers constitute the largest group of people served. Since a utility company provides service to anyone who wants it, the home service representative meets customers from all parts of the community and with all kinds of backgrounds.

In addition to giving demonstrations for homemakers, the home service representative frequently gives demonstrations for the high school homemaking teacher's classes on freezing, canning, or some other

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\* Unless otherwise noted, the indented comments in this chapter are paraphrased statements obtained from home service representatives who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, N. Y.

process. Hence, she also deals with young people. As one representative explained:

One representative of our company has 47 schools in her district. At the beginning of each school year she visits each homemaking teacher and schedules demonstrations to fit the needs of her classes. A great deal of work is done with the small electrical appliances such as the electric fry pan since few people realize all its possibilities. In demonstrating the fry pan she would include basic instruction about electrical appliances, then she might bake a pineapple upside down cake, fry eggs, and heat soup with the fry pan to show its versatility.

At another school she might spend her time demonstrating good laundry methods. Here she would describe the different types of washers available and the results each gives. She would indicate the fabrics which can be machine washed, the fabrics which can be dried in a dryer, and appropriate temperatures for washing and drying operations. She might also include a hand washing demonstration discussing the usefulness of different cleaning agents for different purposes.

In retail stores it is frequently men who sell such items as washing machines and freezers. Their employers may ask the home economist at the utility company to conduct a training school for their salesmen to indicate the outstanding features of the equipment.

Girl Scouts may attend demonstrations to complete requirements for merit badges in areas related to cooking. Other young people's groups may ask for similar aid.

Home service representatives may be asked to talk to groups such as the Rotary, Kiwanis, or Lions clubs about adequate home wiring for home work shops, outdoor cooking, or garden and patio lighting.

*Getting to know the needs of individuals served.* When outside groups such as those mentioned above request help, they indicate the kind of information they would like to have. Otherwise, the home economist uses her own judgment in selecting the information in which she feels her prospective audiences would be interested.

*Determining a satisfactory plan for meeting these needs.* In the words of one home service representative "A demonstration is designed to show, tell, and sell." The demonstrations are usually hour-long programs planned to entertain and instruct the audience, but the demonstration is a "show" more than it is a classroom situation. The equipment is the thing being demonstrated. Therefore, when the home economist demonstrates ranges and refrigerator-freezers, the food she prepares is chosen with the purpose of showing particular features of the equipment, however, comments she makes as she carries out the demonstration do include information about nutrition (if it is a food demonstration) and management. In a typical demonstration the home economist shows the audience how to prepare the food and actually cooks or bakes it as the demonstration progresses. At the end of the demonstration she displays each of the products she has prepared, and frequently gives

them to members of the audience as door prizes. If a dish she is preparing normally takes more than an hour to cook, she begins to prepare the food before the demonstration hour, timing it so that she can take a finished product from the range during the demonstration. For example, if a chicken is to be ready to serve from the rotisserie during the demonstration hour, it must be placed in it before the guests arrive. Then the home service representative can show them (with another chicken) how to fasten it on the rotisserie and the processes necessary to prepare the chicken for roasting.

A good demonstration requires a great deal of careful planning and practice so that the demonstrator knows exactly what she needs to have on hand as well as the points she wants to make, and is sure that she will have a good looking, well executed product when she finishes.

Her choice of items for a demonstration is influenced by the special features of the equipment she is using. For example, to show the audience the advantages of an electronically controlled burner on a range, she may choose doughnuts. Homemakers usually have trouble in making doughnuts because the fat gets too cool or too hot. With the electronically controlled unit the temperature remains the same. To illustrate the principle of insulation, one home economist made a baked Alaska which is a rather difficult to make, fancy dessert. She pointed out that the egg white exterior insulates the ice cream so that it does not melt while the egg white is being browned in the oven, and then she commented on how the particular oven she was using was insulated. Fixing a salad may give her an opportunity to discuss storage of vegetables in the refrigerator hydrator.

Sometimes the items will include a dish which may appeal to a particular audience—for example, chicken cacciatore for homemakers in an Italian neighborhood.

The home economist must also select attractive utensils and display dishes for her demonstration from among those the company has on hand or purchase new ones.

Shopping for food or fabrics to be used in the demonstration is also necessary. The home service representative buys the items she needs and has these billed to her company.

One home economist explained that her staff plans a series of different demonstrations each year.

We divide our year into time periods, and we plan certain demonstrations for each period. For instance, we now are finishing up our Christmas season, and the demonstrations we have used were organized with an emphasis on holiday food.

In planning our demonstrations, we assign each demonstration to two girls, they have the responsibility for planning, ordering, and preparing the food. The recipes to be used are selected from a basic list for that time of the year. First the two girls give the demonstration for the other members of the home service staff, then we all make suggestions to per-

fect the demonstration. When the plan has our mutual approval, we make up a recipe booklet with an attractive cover design for distribution to the audiences who will be attending this demonstration. Any of the home service representatives giving a demonstration uses the one planned for that particular time period.

Another home economist said that she has eight forty-five minute presentations which may be modified or adapted to suit the group to which she will be speaking. Since they are repeated during the year, only the initial preparation of the demonstration is particularly time-consuming.

*Executing the plan* A typical demonstration is that conducted by a home economist using a Burger-Rice Pie to show oven meal preparation in a new range. The audience was given a copy of the recipe to be used so that they could follow each step (see Fig 7-2). The home economist did the following things before the audience arrived: mixed

1 lb. ground beef	1/4 tsp. pepper
2 tbsp. instant potato	2 seven oz. cans tomato sauce
1/4 cup chopped onion	2 cups cooked rice (2/3 cup
1/4 cup chopped green	uncooked rice = 2 cups
pepper	cooked rice)
1 tsp. salt	2/3 cup grated American cheese

— — — —

1. Mix beef, instant potato (dry), onion, green pepper, seasonings, and 1/2 can tomato sauce.
2. Using a piece of wax paper or bottom of custard cup, pat out to form a shell in a greased 9" pie pan.
3. Combine remaining tomato sauce, rice, and 1/2 cup grated cheese. Pour into meat shell.
4. Sprinkle with remaining cheese. Bake 45 min. in oven preheated to 375° F.
5. Cut into pie-shaped pieces for serving.

NOTE: 1/2 cup fine dry bread crumbs can be used in place of 2 tbsp. instant potato.

FIG 7.2 Burger-Rice Pie recipe

beef instant potato, onion, green pepper seasoning, and half a can of tomato sauce wrapped this in wax paper and placed it in a nine-inch foil pie pan together with a custard cup, cooked the rice and placed two cups of it in a small mixer bowl, put one and a half cans of tomato sauce in a large measuring cup. Added half a cup of the grated cheese to the rice, and placed the remainder in wax paper. She then placed all the ingredients in the refrigerator which was being demonstrated.

When she began the demonstration, the pie was the first thing she prepared. She set the oven for 375° and set the automatic clock for forty-five minutes—the required baking time. This gave her an opportunity to comment on the use of an automatic clock with an oven.

As she was shaping the ground beef for the meat shell, she told the audience how easy it was to shape the meat to the pie pan using the bottom of a custard cup instead of one's fingers to press it out. While doing this and combining ingredients for the filling she commented on

- 1 The advantage of oven meals—they economize heat and free the homemaker from "pot watching"
- 2 The popularity of ground beef—kind and price in relationship to use,
- 3 The recipe as one way of dressing up ground beef—just changing the shapes of food adds variety to routine dishes,
- 4 The fillers to use—instant potato mix can also be used to give soft fluffy texture to meat loaf, fish, doughnuts, and muffins or to thicken stews, casseroles and gravies, dry bread crumbs or crushed cereal can be used instead of instant potato,
- 5 The use of minced onion,
- 6 The fact that rice could be substituted for potatoes, but that one would then need to check for less volume,
- 7 The possibility of preparing the main course ahead and storing it in the refrigerator or freezer.

Good demonstrators work quickly and are extremely deft in their handling of food. They are able to stay pleasant, and poised as they explain what they are doing while they are doing it.

As one demonstrator expressed it

It is necessary in demonstration work to have a pleasant cultivated voice and good grooming. It is also necessary to like to help people—to want to give something of yourself. People always sense and respond to that friendly, warm feeling. A reserved girl has a hard time.

The home service representative may also demonstrate laundry equipment and give homemakers information about detergents or about wearability and washability of fabrics, fiber blends, and new finishes on natural fiber fabrics. She may also compare the effects of incandescent and florescent lamps, show the effects of cornice and valence lighting, remote control switching, dimming systems, or outdoor lighting, and demonstrate the proper use of sun lamps.



The home service representatives give their demonstrations in many different places. The utility company office building may include an auditorium equipped with the latest models of equipment, and groups may be invited to come there. Frequently the representative is asked to give a demonstration in a church kitchen or in any other large assembly hall. In these cases, the utility company takes to the site the range, refrigerator, and other equipment she will need. She may give demonstrations in a dealer's store to feature some new piece of equipment he is promoting or she may demonstrate a new piece of equipment in a private home to a group of women invited by the woman who just purchased the equipment.

### OTHER FUNCTIONS

*Making home calls.* In many communities, when a dealer installs gas- or electrically-operated equipment or appliances or sells a new appliance to a customer, he sends the name and address of the purchaser to the home service department of the utility company. One of their staff of home economists visits the purchaser and offers to show her how to use her equipment most effectively and how to take care of it properly. It is a friendly offer; it makes the homemaker feel good and it is apt to result in increased business for the dealer if the homemaker enjoys her new purchase and considers buying other gas- or electrically-powered items. The utility company benefits if the homemaker enjoys using the new article and uses it frequently, thus consuming more gas or electric power. *A home service representative uses all her home economics training in home calls.* Although she may have gone there to help the homemaker learn to use her new washer-dryer combination, she may be asked what she would do about the fact that Jimmy will not do anything his mother tells him to do or what color she would suggest for redoing the kitchen.

Sometimes a home call is initiated by a customer's having reported to the dealer or to the utility company that her equipment isn't working properly. For example, if she complains that her oven does not heat evenly, a home service representative may visit her home and make a cake right there to test the oven's heating pattern. The home service representative determines whether the equipment is faulty or whether the homemaker is not using it properly. If the equipment is faulty, she notifies a serviceman to make the repair; otherwise, she teaches the homemaker how to use it. Two home economists explained their companies' policies for home calls:

We always make appointments for home calls. We are apt to meet all sorts of problems and complaints—such as low voltage, a bill that's too high, or an appliance that isn't giving satisfactory service. We do not

try to fix the appliances, we merely test, explain, and help the customer identify the nature of her complaint

Our home service representatives make appointments for home calls by telephone. They usually plan to do three or four in one day. The home call usually involves actual use of the appliance. General care and operation procedure are gone over. In the case of a complaint call often without telling the customer that she has done something wrong the demonstration will show her the mistake she made.

Our department works directly with the service department of the company. When complaints come in they are sent to us. The home service girl determines whether the equipment actually needs servicing or whether it was improper use by the customer that caused the trouble.

Usually, the home economist making home calls drives a car owned and maintained by the utility company.

*Answering telephone inquiries* The home service representatives quickly become known to many people in the community, consequently, they are often called for help in answering questions related to many home problems. One home service department in a city of 324,000 reported answering 17,000 telephone inquiries in one year. The questions asked ranged all the way from 'What can I do to keep insects from getting into my flour?' to 'Can you help me plan a wedding breakfast for fifty people?' Some of the most frequently asked questions were about dieting.

*Testing new equipment* Whenever manufacturers introduce new models of major equipment, the home service department makes its own tests of the equipment. One of the reported frustrations of being a home service representative is not being able to point out to consumers features in the equipment which the home economist considers unfavorable. One home service representative keeps specification sheets of appliances of all standard makes for two or three years and the names of their distributors. Her home service girls do not test appliances nor do they tell the consumers that one kind is better than another or where to buy it. They do try to help the homemaker find the one that is best adapted to her home and family by studying the specification sheets. The home service representative makes the assumption that the quality of the merchandise is good and she relies on the manufacturer's or dealer's guarantees.

*Recipe testing* Most home service representatives pre-test all the recipes they use in demonstrations. They sometimes sponsor contests of favorite recipes among women in the community in order to get new ideas for recipes. Any new recipes are also tested in the home service department kitchen.

*Preparing booklets, leaflets, and material for communications media* The home economists in the home service department frequently prepare booklets which they distribute to customers. The following titles are some of those which were prepared by one company.

*The Answer Book for Brides* — included recipes for meats, pastry and pies, salads, salad dressings, sandwiches, sauces, and vegetables, instructions for nutritionally balanced menus, measurements, and charts for times and temperatures of cooking

*Kitchen Kids* — designed to help a young girl just learning to cook

*Casseroles*

*Pastry and Pies*

*How to Cook Meat*

*Merry Christmas Recipes*

*Your Home Laundry* — included information on how to wash electric blankets, woolens, cottons, nylons, orlon, dacron, plastic shower curtains, raincoats, and work clothes, the kind of soap or detergent to use, when and how to condition clothes, what kind of bleach to use and how much, how hot is "hot" water, how much and what kind of starch to use, and how to make ironing easy

The recipe leaflets prepared by the home service representative to accompany her demonstrations may include some special art work or arrangement for filing to encourage members of the audience to keep them

Seasonal recipes may be written up in an attractive form and used as an envelope insertion when the company sends out its bills

Some home service representatives write a regular column for the newspaper. It keeps the company's name before the public and emphasizes the service offered by the home service department. Civic projects may be mentioned as well as recipes and homemaking tips. The home service representative may also have a regular radio or television program

*Advertising and publicity* In order to promote a special sale, a dealer may ask the home service department for assistance. For example, when one of their dealers had a campaign to sell dryers, a gas company home service representative prepared a newspaper ad. The dealer and the gas company shared the expense of the ad. Then the home service representative prepared an enclosure, to be sent out with the company's bills, telling about the dryer. The opening day of the sale, the home service representative went to the dealer's store and demonstrated the dryer by washing and drying articles made of different fibers.

*Planning service* Some utility companies provide kitchen- and laundry-planning services through their home service department. People planning to build new homes or to remodel their present homes may ask for advice on types of equipment to buy, on suitable room arrangements, and on the adequacy of the house wiring.

*Community service* The home service workers, because of their home economics background, are called on quite often to take part as judges for 4-H programs.

*Paper work* Paper work for the home service representative includes making out a report for each demonstration, covering such topics as audience reaction, special interests, questions asked, and size of audience.

Paper work also includes submitting a weekly report to the sales manager showing what each home service girl did that week, the size of audiences involved, and the number of pieces of literature (recipes, booklets) distributed

### TYPICAL DAY

One home service worker said it would be hard to describe a typical day because each one is different

However, there are five women in the department. Each one is in the office one day each week calling the owners of new appliances and asking if they would like to make an appointment to have one of the utility's demonstrators come to show them how to use the appliance and ways to make the operation easier and simpler. On the days I am out, I make four calls which run about one hour each. Then I come back to the office to write up a report of the home call which goes on file in the office, and I also make out a report for the dealer who sold the appliance.

### EMPLOYMENT OPPORTUNITIES

Opportunities exist throughout the nation on a somewhat scattered basis. Public utility company offices tend to be in large cities or in the county seat in less populous areas. But not all of them have a home service department. If the company is cutting costs, the home service staff may be one of the first to be reduced in size.

Although the position is usually held by a person with a home economics degree, it has been known to be filled with a homemaker who is a competent cook and able to speak with ease before an audience.

### PEOPLE WITH WHOM ONE WORKS

*Employer* In a utility with a home service department which consists of a number of home service representatives, a candidate would be hired by the head of the department. If there is just one home economist, she would be hired by the manager of the utility office.

*Others* In home service departments which employ a number of home economists, each representative may have some particular assignment, but demonstrations and home calls are normally handled on a district basis with each representative responsible for a particular part of the total community served by the utility.

The home service representative needs to be a person who works comfortably with men. When demonstrations are given away from the company's own auditorium, some of the utility's service men help

set up the equipment she needs and salesmen from some dealers' stores may participate in putting on the program

### PHYSICAL ENVIRONMENT

The home service department is housed in the building where the public utility offices are. The home service representative has a desk, file cabinets, typewriter (or a secretary) in a typical office arrangement, and she usually has a test kitchen adjacent to or actually part of the demonstration room.

Many times there is a showroom with a wide variety of ranges, refrigerators, freezers, washers, dryers, and ironers where the home service representative can talk with individual customers about the features of the equipment of different manufacturers.

Two home service representatives described their respective offices.

My office is located on the fifth floor of an office building. I have my own private office and receptionist. The home service department is located in the left wing of this floor and in the basement of the building. There are kitchens, demonstration rooms, and a general headquarters office on the fifth floor.

I do most of my work at my desk in the Home Service and Lighting Department which occupies a corner of the main lobby of the utility's office building. There is working space for a staff of three, including the files and telephones that are so essential in my job, and a sofa and coffee table on which are displayed several of the pamphlets we distribute to customers and several trade journals. The area is partially partitioned off from the main lobby, but not isolated.

The home service department has a modern kitchen containing both a gas and an electric stove and a wide range of appliances. The distributor lends us his latest appliances for an eight month period and then replaces them with newer models.

### SALARY

Beginning salaries are comparable to those offered for other business jobs, often they are a little lower than beginning teaching positions. Increases depend upon the person's length of service and upon her demonstrated popularity with the public she contacts.

Having a company car to use for travel on her job is an appealing factor to recent college graduates. When the home service representative is traveling, her expenses are paid by the company and represent extra salary (since she would have to eat at her own expense if she were not traveling).

In some companies uniforms are provided for the girls to wear when

they give demonstrations, and dues to state and national home economics associations are paid by the company

### HOURS

Hours are somewhat irregular but fall within the usual forty-hour week. Demonstrations may be scheduled for evening hours. Some demonstrations may consist of "breakfasts", this is particularly true in the case of meetings for dealers' salesmen. When the home service representative has had evening meetings, she is able to take off an equal number of daytime hours.

### VACATIONS

Vacations vary with the length of time a person has worked for a company. A new person usually starts with a week or two of vacation.

### SECURITY

Home service representatives are in the same position as home economists working in test kitchens so far as security is concerned, their continuance on the staff depends upon their personal reputation for doing above average work and upon the company's profit situation.

### ADVANCEMENT

*Within the organization* In a home service department which has a number of representatives, a girl who has just graduated from college usually starts as a 'cadet,' and maintains that rank for a probationary period. If the department covers several districts, she may advance from regular representative to district supervisor with several representatives working under her. From district supervisor, she may advance to head of the department.

*Similar organizations* It is possible to move from a gas company to an electric company and vice versa, or to move from either to a combined gas and electric company. It is also possible to move from a smaller company to a larger one.

### RELATED OPPORTUNITIES

Manufacturers of numerous types of equipment sometimes hire former home service representatives to act as consultants in designing new equipment. Having worked with a variety of manufacturers' products, a home service representative knows the major features of

each Having been in homes of many people, she knows the circumstances under which equipment is used Hence, she has valuable information for the manufacturer Equipment manufacturers sometimes prepare printed material for home service representatives to help them do a better job of presenting their product to the public For example, when the electrical industries were promoting the idea, "Live Better Electrically," on a national scale, the General Electric Company had a former home service representative collect ideas for demonstrations and promotional plans for home service representatives Then, in a newsletter type of release, the company sent those ideas which had proved successful in one area of the country to home service representatives elsewhere Equipment manufacturers may arrange to put new models of equipment into a high school on a contract basis and hire a home economist to handle all of the details The home service representative may also give advice to homemaking teachers on layouts for the school homemaking department if they are remodeling or building new departments

Home service experience is excellent background for test kitchen or publicity work with food manufacturers and processors

Manufacturers of laundry supplies have testing laboratories where they study the performance of their own and competitors' products Some of them maintain consumer research departments where they make surveys of customers' reactions to their product and competitive products A former home service representative might be interested in working in either of these divisions

If a home service representative finds she likes the interior design aspects of the work she may have done on kitchen-planning, laundry-planning, or lighting, she may continue to develop this interest in the home furnishings division of a retail store or with a manufacturer of furnishings—particularly floor coverings or kitchen cabinets—or with a decorating firm

Newspaper, magazine, radio, and television positions could be explored by a home service representative who had prepared material for these media

#### EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

*Courses* There is no specified curriculum required for home service positions, but one should have a good background in food and equipment Many food majors, institution management majors, or college graduates who meet the requirements of the American Dietetic Association are also interested in home service positions They usually take some work in advanced courses in equipment and management For the work in home planning and lighting, courses in housing and

design are particularly helpful. Because the duties of a home service representative may include journalistic activities, courses in communications contribute to one's background for this work. Courses in public speaking and demonstration techniques are also helpful. Two home service representatives commenting on desirable educational background said:

Courses in oral and written English, demonstration techniques, journalism, radio, basic nutrition and housing and design are most valuable since this job demands extensive work in those fields.

Home service work demands a good home economics background with courses in public speaking, psychology, sociology, advertising or salesmanship, audiovisual techniques, writing techniques, economics and government. A basic course in business operation or public utilities would also be valuable.

*Extracurricular activities* Extracurricular activities and part time work suggested for the test kitchen field (see Chap. 5) are applicable to the home service field.

*Summer experiences* Summer work experience preparing food or working in the housewares and appliance sections of a retail store is worthwhile.

Some of the large utilities offer junior home economics majors summer jobs in their home service department.

*Part time work* Part time work on campus in the Department of Household Management in the department offering work in interior design or in a school of business or architecture would help augment one's background.

### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

An advanced degree is not necessary for this position. Many public utilities provide on the job training for beginning home service representatives who thereby have the opportunity to learn the policies and procedures of their particular company from experienced home economists, practice demonstrations and go on home calls with experienced home economists before they handle these responsibilities alone.

The on the job training program in one company is organized as follows:

Each girl starts out by answering questions received by telephone. They are also given a complete explanation of company policies. Individual manufacturers such as General Electric and Westinghouse send some of their staff to acquaint the public utility home service girls with their appliances. The first real customer contact comes in home calls. First the supervisor gives a sample demonstration of the piece of equipment the home call will involve. Two or three days later the trainee gives a similar demonstration for the supervisor. Only then is she allowed to accompany an experienced home service representative and observe.



her for several weeks. Gradually she takes over a part of each home demonstration until she finally takes complete charge.

Individual manufacturers, such as the General Electric Company, or associations of manufacturers, such as the Academy of Lighting Arts, may offer courses on lighting which a utility company can pay to have offered to its personnel and dealers. Similar courses on heating and other topics relevant to the power company's operations may also be offered.

The home service representative may continue to learn by attending conventions or reading speeches presented at conventions of the American Gas Association or the Edison Electric Institute (both are national associations).

### PROFESSIONAL ASSOCIATIONS

Public utility company officials like their employees to be active in community groups, and permit them to fulfill the obligations of officers in community organizations on company time. For this reason the home service representatives may belong to groups such as the Zonta Club, a national women's business and professional organization, the American Association of University Women, and the local county nutrition association, which is made up of women in the county employed in some aspect of nutrition.

### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

Magazines relative to appliances and equipment in the home are of most interest to home service representatives. Some of the more widely circulated ones are:

*Appliance Manufacturer* Chicago Watson Publications, Inc  
*Electrical Merchandising Week* New York McGraw Hill Book Co., Inc  
*Electrical World* New York McGraw Hill Book Co. Inc  
*Home Appliance Builder* Washington, D. C. Institute of Appliance Manufacturers  
*Home Furnishings Daily* New York Fairchild Publications, Inc  
*Housewares Review* New York Hare Publishing Co  
*Kitchen Business* New York Gralla Publishing Co  
*Lighting* Atlanta W. R. C. Smith Publishing Co

The home service representative reads the equipment ads and the equipment editorials in such household magazines as

*Good Housekeeping* New York Hearst Corporation  
*Living for Young Homemakers* New York Street and Smith Publications, Inc  
*Successful Farming* Des Moines, Iowa Meredith Publishing Co

She frequently receives the magazines taken by homemaking teachers as well.

# Interior Design

## EMPLOYING ORGANIZATION

The person who helps others furnish their homes is called an "interior designer" or an "interior decorator." The professional organizations prefer the term *designer* because the person doing the furnishing achieves her effects by her skill in creating design—as artists use the term—through the manipulation of color, line, direction, shape, proportion, texture, and value.

Designers may be employed as consultants by the furniture departments of department stores or by furniture stores to give advice to prospective customers of furnishings sold by the stores. Or, designers may be self-employed, offering a decorative service of their own.

**Objectives** Both the American Institute of Interior Designers (AID)<sup>1</sup> and the National Society of Interior Designers (NSID) agree on the functions performed by a designer. AID describes them as follows.

The interior designer and decorator is a person qualified, by training and experience, to plan and supervise the design and execution of interiors and their furnishings, and to organize the various arts and crafts essential to their completion.\*

Obviously, the designer engages in these functions to make money.

**Sources of financial support** The self-employed designer gets his income by contracting to decorate for a client at a price which exceeds his costs. His costs include the wholesale price of furnishings he uses, the cost of maintaining a studio, and the payments he makes to people whom he may hire to do part of the work of decorating.

The cost of decorating services offered by the furniture department of a store are covered by furniture sales.

## PLACE IN ORGANIZATION STRUCTURE

In a department store the provision of decorating services is considered a staff function. (See Fig 1-1 for the organization of a typical

<sup>1</sup> Formerly the American Institute of Decorators

\* American Institute of Interior Designers *Information Bulletin* (New York: American Institute of Interior Designers, 1962)

department store, and the placement of the furniture making, decoration, and contract services in it ) Frequently, the designer sells furniture as well as offering decorating advice

In an interior design studio, on the other hand, offering design help is the major function of the organization, hence, the designer is performing a line function The designer usually has one or more upholsterers to recondition furniture and one or more seamstresses to make slipcovers and draperies

### POLICIES AND STANDARDS

The price-line standard adopted by a firm determines the income level of the clientele it attracts and, hence, the socioeconomic level of the people with whom the decorator will work Policies about the nature of the decorating assignments the firm will undertake also affect the decorator's work Some firms will do anything from making a pair of draperies to decorating a whole house Others would not be interested in an assignment unless it involved at least a whole room to be designed Policies about subcontracting some of the work determine the designer's supervisory responsibilities

A firm's policies about serving clients in the order in which their contracts were accepted affect how one feels about the fairness of the company's administration The postponement of a modest assignment to give priority to a bigger contract may make some decorators uncomfortable, others would think it was "good business" The policy the company has for doing something to rectify the situation when, for example, a painter does not get his work done on time or a rug man does not get the carpet laid when he promised to do so, affects the general tone of the establishment These are a few examples of the kinds of policies and standards that influence how a designer feels about the company for whom she works

### MAJOR FUNCTION

According to the *Dictionary of Occupational Titles* an interior designer and decorator

Designs, plans, and furnishes interiors of houses, commercial and institutional structures, hotels, clubs, ships, theatres, as well as set decorations for motion picture arts and television Makes drawings and plans of rooms showing placement of furniture, floor coverings, wall decorations, and determines color scheme Furnishes complete cost estimates for client's approval Makes necessary purchases, places contracts, supervises construction, installation, finishing and placement of furniture, fixtures, and other correlated furnishings, and follows through to completion of project \*

\*Division of Occupational Analysis, U S Employment Service *Dictionary of Occupational Titles*, Vol. 1 *Definitions of Titles* (Washington, D C USGPO, 1949)

*People served* There are two major categories of decorating assignments—domestic and commercial. Domestic decorating is done for individual home owners. Commercial decorating is done for organizations such as hotels, steamship companies, corporations, churches, and schools.

People may go to a designer for help in planning furnishings for a whole house, for a single room, or for advice on a single piece of furniture. Or they may want to have old furniture reupholstered. A common misconception is that only wealthy people use decorators; actually, the consulting services in stores are within the reach of people of average incomes. Designers usually refer to the people who come to them for help as "clients."

Getting clients is the first task of the decorator. As one designer said:

Before we have to worry about finding out what a customer needs, we have to find a customer. We have an effective office and unlimited ideas, but all of these are useless without a client.\*

Some clients just walk in; some come in response to advertisements, and others come because they heard about the quality of the service from a friend. One outstanding job, done for influential people who entertain frequently, guarantees that other people in a similar income bracket will want the services of the same decorator.

The personal relationship which comes to exist between the client and the decorator may influence the client's ultimate reaction to the work she has done.

One designer says:

An interior decorator must have the ability to get along with people. She needs infinite patience, because there will be many times when the client will change her mind over and over again. She must be tactful and considerate of her client's feelings when making suggestions or disagreeing with those made by the client. Many people who hire a decorator are afraid to give her a free hand and insist on seeing every little swatch of material or sketch. The decorator wins the client's confidence by showing her that she is working for the client's best interests.

*Getting to know the needs of individuals served* A very typical situation in which a decorator finds herself concerns a homemaker who comes in carrying a blueprint of her house or a floor plan and wants to know immediately what the decorator would suggest in the way of furniture or draperies. Many times, although she asks for suggestions, the homemaker already has made up her mind. Determining whether or not the homemaker has a definite plan is the first step.

Some people come just to get ideas and estimates. Many times the

\*Unless otherwise noted, the indented comments in this chapter are paraphrased statements obtained from interior designers who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, N. Y., or by the author.

homemaker will want to "talk to her husband" about the suggestions the decorator gives her. For these reasons, and also because the designer can do a better job if she sees the client's house, she usually tries to make arrangements to visit the house and make tentative plans there with the client about the work that might be done.

*Determining a satisfactory plan for meeting these needs* If the client wants a room redecorated, the decorator determines the function of the room and the kind of use it will get. She asks what the room is to be used for primarily—relaxing, eating, both? How much time will be spent in the room? Are there other rooms in the house that serve the same purpose? How much traffic is there through it? What type of people will be using the room? Children require fairly heavy duty furniture, adults can use more delicate furniture. A six-foot, five-inch husband needs chairs with deeper seats than the average man. The number, age, and sex of the children are important, as are the number of other people in the household—relatives, servants, even boarders.

While she is asking questions, the decorator is busy observing too. She can get an idea of the extent to which the room is used at present from the amount of wear it shows in comparison with other rooms in the house.

The designer also notes the physical characteristics and problems of the room: its size, height, amount of sunlight, irregularities (*i.e.*, alcoves, and corners), the placement of windows, doors and heating fixtures, and the concentration of traffic.

The decorator also tries to find out how extensive a job of decorating or redecorating the client wants done and some idea of the amount of money she feels she can spend. One designer said:

The client tells me what she wants done and usually what she wants to spend, but one of the most aggravating parts of my job is trying to decide how much money is "not too much."

In describing this getting-acquainted-with-the-situation stage, another designer said:

The major part of the time is spent in getting to know the person. People are usually insecure about their taste and if the decorator is patient enough, she can win the customer's personal friendship and confidence.

The furnishings of a room include furniture, floor treatments (carpets, rugs, tile, linoleum, paint, and so on), wall and ceiling treatments (paper, paint, cloth, and the like), curtains, draperies, lighting fixtures and accessories (mirrors, pictures, fireplace items, and bric-a-brac). Furnishings may also include household items such as towels, sheets, tablecloths, silverware, bedspreads, and blankets.

One of the things which distinguishes a room which has been "done" by a decorator is that it is coordinated in the same way clothing

is coordinated in a well dressed woman's ensemble In a woman's costume, coat, hat, dress, handbag, shoes, gloves, hose, and accenting accessories are planned to achieve an over-all effect A decorator's training enables her to achieve the same kind of result with a room Rooms are planned around a given style or period which suggests the kind of furnishings to be used For instance, if a decorator wanted to achieve an informal Early American effect, she could use the following guide lines

#### *Furniture*

Woods oak chestnut, hickory, birch, maple, pine, beech, cherry, red gum yellow poplar

Characteristics Early English Tudor, William and Mary, Queen Anne, 17th Century Dutch 17th Century Scandinavian, 17th Century French Late 18th Century English and French, done in crude manner—somewhat provincial

Pieces chests highboys lowboys, corner cupboards, dressers, Welsh dressers spool turned, and four poster beds ladder-back,

Windsor chairs trestle, gate leg tables Wing chairs, rockers small tables (adapted to the feeling)

#### *Carpets and Rugs*

Rug braided hooked, all flat woven rugs and carpets in solid colors and all pile weaves in solid colors, simple texture weaves

#### *Curtains, Draperies and Upholstery*

Shades—shutters, roller shades, Venetian blinds

Curtains—Ruffled muslins, voiles marquisesettes, dotted swiss, organdies madras Tailored curtains muslins, voiles, marquisesettes, dotted swiss, lace nets, fish nets Casement curtains drills, mohair, cotton

Draperies—informal designs and solid colors in cotton, linen, and wool fibers Fabrics include crewel embroideries homespuns, printed fabrics such as cretonnes, chintzes, linens in geometric designs, and floral and scenic patterns

Lamps—wrought iron brass tole copper, wood, pottery, glass, painted metals, pewter, with shades of parchment paper, and simple fabrics

Accessories—mirrors framed in the informal woods or unframed Pictures—flower and bird prints Currier and Ives, Godey prints silhouettes, framed samplers, old maps Bric a brac—Toby jugs, luster pitchers, potteries in gay colors, brass, copper, tole, glass, boxes, vases, and ash trays\*

The designer and her client, working together, decide upon a period or periods and a color scheme In discussing this stage of planning, one designer said

I believe in working with what the customer already has if at all possible because generally the customer is attached to her possessions I see no objection to mixing two periods of furnishings in a room if it is done with taste Good pieces of period furniture can be used in almost any setting

\* Gladys Miller, *Decoratively Speaking* (New York Doubleday & Co., 1939), pp. 194-96

Trying to work with the client's present furniture can present problems too. Another decorator mentioned a client may be vehement in his insistence on keeping a family "heirloom" which may not fit with the new furnishing plan. Decisions must also be made about how much new furniture is needed and whether slip covers can be used for some furniture and other pieces reupholstered.

It may take several conferences to get a working idea of what the customer would like. The client may have to visit the studio to see swatches of fabrics and carpeting and to see actual pieces or pictures of furniture from which to make her selections.

If a whole room is to be decorated, the designer (or an assistant) takes measurements for draperies and carpets and overall measurements of the room for making a floor plan. The care with which the latter is done varies with different decorators. Some designers like to work with an exact space plan. They make plans to scale of the floor and each wall, showing placement of electrical outlets, windows, doors (including the direction in which each one opens), pipes, radiators, light switches, and fireplace. All have to be precisely noted and measurements must be exact.

The designer then makes some rough drawings of the room and perhaps a rough layout showing the placement of the furniture. She presents the drawings to the client, together with swatches of all the fabrics (including carpeting) to be used, paint chips or samples of wallpaper, sketches or pictures of the furniture to be used, and an itemized statement of what the cost will be.

Some of the factors a designer considers in making a room plan and some of her thought processes are indicated by one designer, who said:

A room must appeal to each of the five senses. Sight is the first to be catered to by the careful selection of both colors and textures. To some people certain colors "taste" good and surely there are other colors that provoke a feeling of nausea. Textures, whether enjoyed visually or tactually, add greatly to the comfort of a room. Sounds contribute more to a pleasant atmosphere than people realize. The note of a door bell or the sound of a clock contribute as definitely as color to the room atmosphere. The pleasing odors of furniture polishes and waxes, flowers, fabrics, paper, and wool all share in the association of pleasure with a room.

The permanent background for a livable room should be selected with great care, since it must harmonize with the furnishing in texture, color, and design. Architectural features often limit the possibilities of wall treatment. Period furnishing will also determine in a large degree the selection of wall and ceiling treatment and finish. It is sometimes wise to disregard period precedences and purity where the permanent background is concerned, if the lighting, sound, and orientation of a room indicate that a modification of the period decoration will make the room more livable.

The division of a wall into a certain number of panels of certain di-

mensions is not a matter of whim, the width of a fireplace, the amount of its projection, the size of the doorways and the nature of the mantel and of the woodwork around the doors are matters controlled primarily by considerations of composition. Each part of a room has its function and must be given its due degree of importance by size, design, character, and perhaps by ornamentation.

With these things in mind, I make some tentative plans. I must, for the sake of discussion and mutual understanding, present the client with some sort of tangible visual evidence of my ideas. Every designer knows that finished drawings, color renderings, scale models, and other devices cost a lot of money. We cannot keep our office costs and costs to clients within reason unless we use simple sketches—what the professional calls, "preliminary roughs." Most people know less about furniture than anything else they purchase. Exhibitions and magazines give the customer some ideas about style, but little about the quality of the merchandise. I use only the furniture we make on the premises. This means we can make it to fit the proportion and design of the room we are decorating. The materials used in its production are of the choicest quality and its construction is strong. All fabrics and carpets are bought from the manufacturers and through jobbers. The sample swatches are kept in the studio for customers to look at in making their selections. When antiques are used in the decoration of a client's home I get them from what are called "runners." The antiques purchased are usually not in saleable condition and thus must be repaired and restored before they can be used. This reconditioning consists of adding new parts or repairing old parts.

A designer working with a department store or furniture store would try to use as many furnishings from the store's stock as possible because her primary responsibility is to sell as much of her company's merchandise as possible—the decorating service is a means to this end rather than the ultimate objective.

The designer who does not make furniture and who does not work for a store which sells furniture selects it from manufacturers' catalogs or visits the manufacturers' showrooms to select what she wants. According to one decorator the job is only half done at this point—fifty per cent of decorating is technical knowledge, the other fifty per cent is selling the idea to the client. If the designer is successful in selling the idea, the client signs a contract, orders are placed with the manufacturers for furnishings, and the actual work of decorating begins.

*Executing the plan* There may be wallpapering, painting, or carpentry work to do, electrical wiring to be changed, and perhaps even plumbing to be altered. This type of work is handled by people proficient in those trades, usually on a subcontract basis. The client and the decorator have a contract stating what decorating will be done and the cost involved for the total job, the decorator, in turn, makes other contracts with workmen to handle parts of the job which she and her staff are not qualified to do. Since they are subsidiary to the contract she has with the client, they are called subcontracts. In



## EMPLOYMENT OPPORTUNITIES

People employed in the field of decorating seem to be generally optimistic about opportunities. Employment depends on business conditions when they are favorable, more decorating is done. This is also true during periods of increased home construction. Opportunities are best in suburbs around expanding cities and worst in large cities. The field is highly competitive and hard to get started in, and the pay is low in the beginning.

After completing four years of college or institute training, the prospective decorator can usually count on ten years apprenticeship before becoming firmly established in the field. During this period the college graduate must take almost any job offered her to profit from the experience of coping with almost any situation that may be encountered.

This field, so difficult to enter, is one of the most rewarding, and one to which a mother may return during and after her children's school years. Once a "name" is established as a successful interior designer, it is usually retained throughout a lifetime. The "name" affords the designer more freedom than any other profession.

One designer's most important advice for a young decorator is

Make a good first connection. I got my start working for an outstanding decorator. From her I learned everything I know. However, while working for her I went to school to learn the essentials of decorating. No matter how trivial they may seem, it is very important to a good designer to know such things as how to make and arrange curtains and the appropriate proportions of window outlines to other objects in the room. Labor is expensive and you can't afford to do things over. One has to learn to do things right the first time.

A home economist would find herself in competition with fine arts majors and with graduates of professional art schools. She would even find herself competing with people who had not had formal education in the design field.

## PEOPLE WITH WHOM ONE WORKS

*Employer* In a large store one's application would normally be filed with the personnel department, but the head of the furniture department or the head of the decorating service would select a new employee.

*Others* In addition to working with clients, the designer has contact with a great number of other people, including manufacturers and suppliers of furnishings, drapers, upholsterers, carpenters, and all of the various subcontractors.

## OTHER FUNCTIONS

A designer in a department store may also sell furniture. She may also be responsible for seeing that a sample of every decorative fabric carried by the store is in the design department and for keeping these samples up to date by removing obsolete patterns and adding new ones. She may be responsible for setting up displays of fabrics or model room settings. Sometimes the designer also buys furniture for the department (see Chap. 10).

If the firm for which she works handles custom-made furniture, the decorator may also have an opportunity to do furniture designing.

Most decorators attend the furniture manufacturers' showings of their new lines twice a year in New York City and Chicago, and they might attend the showings of manufacturers of gift shop items which include furnishing accessories.

There is a tremendous amount of paper work in decorating. Not only must the decorator check bills and records of shipments, but she must also make contracts with clients and subcontractors and bill clients. If she maintains her own studio, she also handles the upkeep of the studio and pays her employees.

The decorator may also help out in the community. One woman who was opening a studio in a new community found her contacts with the PTA and the Girl Scouts (which she made because of her young daughters) were an asset in getting established as they helped her to get known in the area.

## TYPICAL DAY

There is no average day in the life of an interior decorator. One day she will be visiting a client, another day finding the proper fabrics needed for a room, the next day bargaining with a furniture dealer, another day drawing up final plans for a room and another day placing furnishings in a room. One day she will be in her office, another day in a client's home, and another day in a fabric house. One designer, asked to describe a typical day, replied:

Although I try to run my studio on a nine to five basis, it is difficult. Sometimes my day will not begin until 10:30 AM, but that may mean that I must meet a client for dinner. Other times my day will start at 7:30 AM with a trip to New York City to help a client choose furniture.

I occasionally have a free afternoon, but the evenings often find me visiting two or three nearly completed homes to check on their progress.

My other hours are filled with scavenger hunts. I attend auctions, furniture shows, and scour antique shops for 'finds'.

decorator who handles everything from a slipcover for a single chair to a whole house, typically has thirty or more contracts in various stages of completion at any time

Salaries for beginning assistants in the field of design are modest, they earn about the same amount as sales people in a retail store

### HOURS

A beginner, working as an assistant to a decorator, usually has regular hours, but the decorator herself tends to have very irregular hours. She sees clients at *their* convenience. The decorator often works under pressure—clients want the work done as soon as possible, shipments are delayed, and it is not always possible to get the subcontractors just when one wants them. Decorators in stores usually have somewhat more regular hours than people in business for themselves.

### VACATIONS

Designers working with stores usually have two weeks' vacation with pay each year. This may increase to a month or more with increased years of service, depending upon the individual store's policy.

For people with their own business there is no guaranteed vacation. As one independent designer said:

I take vacation when I get around to it. It has been three years since I took a holiday from my work. Although I am free to leave whenever I complete an assignment, a new and exciting prospect usually arises which I would rather not refuse. I become involved in my work because I love it. Also, it is hard to stop production on a home because the time to complete a house is usually a year, and clients become eager for its completion. I may have as many as twenty or thirty projects going at one time. My clients come to me as friends of friends of friends—in a never ending chain, I hope.

### SECURITY

The field of commercial interior design is recommended by some designers as more stable than home decoration. In a period of recession, a housewife may hesitate to spend money to redecorate her home, but a businessman must keep his place of business in good condition if he wants to continue to attract customers. Several decorators recommended work with a hotel chain since hotels are constantly redecorating their rooms.

### ADVANCEMENT

*Within the organization* A person starting out in this field usually serves as a girl Friday to a designer. She takes measurements, presses

## PHYSICAL ENVIRONMENT

The decorating service office in a department store is usually at the back of the sales floor so that one walks through a maze of lamps, sofas, chairs, and other furnishings to get to it. The office is usually tastefully furnished and has samples of fabrics, wallpapers, and paints where the decorator and the client may refer to them.

The building used by one independent designer was described as follows:

On the main floor is the showroom where customers can see displays of furnished rooms which are examples of their workmanship. At the far end of the main floor are shelves where fabric and carpet samples are kept from which clients may select the materials of their choice. Downstairs are drawing boards where the plans are made out. On the second floor there is a space for the women who make draperies and slip covers and another room for the reupholstering and refinishing of furniture.

Another designer has her studio in her home. She lives on the second floor, and her first floor is her place of business.

Entering her studio one walks into a typical living room furnished very attractively. Beyond that is the room in which she works with clients. One wall consists of bins in which she has fabric samples (pieces about one yard square) folded and stored by type and price range. This room also has a desk and a file case. Beyond this room is a large work room where the upholsterer works. A fourth room is used by the seamstress who makes her slipcovers and draperies.

## SALARY

In a department store or furniture store, the designer's salary may be a straight commission—a percentage of the sales price of the merchandise she sells through her decorating service, or it may be a guaranteed salary plus a commission. Working on a commission basis provides an incentive to sell as much and as expensive merchandise as possible. Some decorators prefer this arrangement for they feel that they make more money.

The salary of a person in business for herself comes from the difference between the wholesale cost of furnishings which the decorator pays and the selling price she charges the client. Thus a decorator's salary depends on the amount of work she is capable of handling. The decorator sometimes adds a fee (called a commission) to the selling price of the furnishings; this fee is a percentage of the selling price of the furnishings and varies with different decorators. One well established decorator handles only three or four assignments a year. But, they are large ones and she makes \$2000 to \$4000 on each one. Another

then plan what electrical, air conditioning, intercommunication, and acoustical control systems are necessary for their client's needs

The procedure the commercial decorator follows is similar to that followed in designing homes, but much more space and much more money are involved. Also, there are more specialists in the decorating organization—those who design furniture and those who do finished drawings of plans, for example

Interviewing the client in his present office space is the first step in planning. To do this well, the designer must be able to analyze people (executives and clerks) and their needs. She must be able to look around and *see* how they work and what they need. From interviews with the heads of the corporation's various departments, a space allocation chart is made for each department and lists of used furniture which the client expects to transfer to the new office space are prepared.

Designs for use of the new space are prepared. They include private and semiprivate offices, partitioned open space, open space shared by a number of secretaries or clerks, reception rooms, conference rooms, rooms for any special purpose unique to the company's business, and even restrooms. The designer must be able to read floor plans and detail drawings and explain them to her client. She has to be able to make rough sketches—and finished drawings, too, if no one else on the staff can. Color schemes and furniture selections are shown on "presentation boards."

Budgets are prepared for the furniture and furnishings to show the client where the money is to go. A vast amount of paper work precedes this submitting of a budget. When a decorating assignment of this size is to be done, instead of arranging a subcontract with some favorite concern, the designer prepares a description of the painting to be done, for example, and sends it to several firms. She then invites them to submit a "bid"—the price they would charge to do it. The subcontractor is chosen on the basis of these bids. It is not always the lowest bid, but this depends upon the policies of the decorating company. The ready-made furniture and furnishings must be specified by descriptions, style numbers, suppliers, and costs. Estimates of the cost of custom-made furniture and furnishings must be prepared.

This is a phase of designing where orderliness counts. There are so many records involved that they must be organized to avoid errors. Obviously, one has to know sources—places to get furniture and furnishings, names of subcontractors. One hears about some by word of mouth, some are listed in the telephone directory, some advertise in the professional magazines.

After the client has been shown the provisional budget, revisions are made in it, if it is necessary to reduce the plan, items are eliminated or less expensive items substituted. The conferences the designer has about budget are usually with the comptroller of the client's firm.

draperies at the client's home just before they are hung, and runs errands the speed with which she advances depends upon her ability and her being available when a good opportunity arises

*Similar organizations* A designer may move from one store to another or from a store to the office of a private decorator. One decorator recommended starting with a department store, getting some capital together, and then going out on one's own. Working for a department store helps one to "learn the ropes" and establish contacts with manufacturers.

One decorator mentioned the following steps in going into business for oneself. They are not usually mentioned in college courses in design.

The first step is to set up a banking account in the name of the new firm. Then credit is obtained through a leading furniture credit company. From this company the furniture suppliers get the name and address of every decorator; they send pamphlets to every established interior design studio in the country. The credit card is the decorator's key to the door of all textile and furniture dealers, upon showing this he is admitted, and allowed to borrow samples which he must return after showing them to his customer. Another important step is to have stationery printed with the letterhead of the firm, for no orders are accepted by furnishing companies without this formality.

Several designers felt that better opportunities to get started existed in small cities, for competition is keen in large cities and advancement may be slow.

### RELATED OPPORTUNITIES

*Commercial designing* Commercial designing is a closely related field. Rental of office space in large cities is expensive. A large corporation may rent 75,000 to 100,000 square feet of space and sign a lease for ten, fifteen, or twenty years so that the company is committed to spending thousands of dollars a year in rent alone. Consequently, space needs must be planned as efficiently as possible.

A commercial designing firm gets some of its clients through recommendations of people who have used their services. They also hunt for clients by contacting real estate agents who know of companies that are moving into an area. If the real estate agent will furnish the names of the companies, a representative from the designing firm may call on an executive of these corporations and ask to design their offices for them.

It is current practice for office buildings to consist of vacant floors on which offices, conference rooms, and corridors can be constructed with movable steel or glass partitions to suit any client's requirements. Knowledge of architectural design is needed for this phase of the planning. The drafting and engineering department of a commercial design firm prefers to work with a client before a lease is signed or at least before plans for the construction of a client's building are completed. They can

textile mill and has it printed with his company's design) of slipcover and drapery fabrics described the theme for two series in their collection for the season. One was a series of conversational prints, to be used in children's rooms, featuring characters from children's stories. Another was a series of prints which were reproductions from well known artists' pictures. There was a group of Grandma Moses' prints and a group of William Ward Beecher's three dimensional designs.

The stylist for home furnishings manufacturers is responsible for advising the manufacturer or converter about the items he should have in his line, and she performs the same type of sales promotion functions as the stylist of a fabric manufacturer (see p. 252). Another responsibility of the home furnishings stylist may be the preparation of room settings in her company's showrooms.

Some home furnishing manufacturers feel that retail stores could do a better job of promoting the sale of coordinated home furnishings by improving their presentation of merchandise to the customer. One converter explained that he would like to see retail stores do away completely with bolts of materials on tables, since he feels they are only confusing to customers. He has designed a display case to be used in their place. The case is a rack, about five feet long and twelve inches wide, containing a row of hangers. The fabric to be displayed is a piece about four feet long, fastened to the hanger in folds. Only color coordinated fabrics are hung in each rack. If a woman comes in to buy new material for slipcovers and draperies for a room, she could find a rack of plain and printed materials which would go well together. At one end of the rack is a series of metal holders holding pieces of fabric about twelve inches square, each holder represents what this company representative calls a "color formula." He feels that a good rule of thumb for room decoration is to use 80 per cent of the basic color in all of its hues and 20 per cent of accent colors. These little frames show a basic color which might be used in a room and samples of various fabrics in hues of the basic color and also suggested accent colors.

Planning this sort of display for retail stores or planning a series of fabric designs are sales promotion functions. Making display racks available free of charge to department stores handling the merchandise, suggesting to them that they use these sales promotion ideas, helping them to know how to sell the merchandise are public relations functions.

The publicity people in home furnishings, as in other lines, contact editors of magazines and newspapers to acquaint them with the new line when it is introduced. One way of getting to know these editors is to call them up, tell them your name, and invite them to lunch. This helps the publicity person become known among the editors so that when she sends them information about her company's merchandise, they will look at it for news story possibilities, or even approach her for ideas of home furnishing topics.

*Working with associations of manufacturers*    Membership in manu-

When the client has approved the plans and the budget, ready-made items are ordered, contracts for carpeting and draperies are awarded to successful bidders, and painting specifications are drawn up—including not only the color and brand but also the number of coats to be applied and the supplier to be used.

Reception areas are often custom designed. Special furniture for this area or others is designed by the decorating firm. Where does a furniture designer get his ideas? Sometimes they include adaptations of old ideas to modern requirements. For example, the pigeon-hole idea of the old-fashioned rolltop desk may be worked out in a modernistic rectangular arrangement that hangs over a stenographer's desk. Sometimes psychological principles influence the design. For example, using round tables in a board of directors room suggests equality among conferees. Modern machines and equipment may influence design. For example, in one of the country's largest textile firms, a concealed conveyor belt carries messages around to clerks and executives, saving time and eliminating the need for a messenger service. The designer's work includes specifying the paintings to be hung on walls and even the shape and color of ash trays to be used to create the effect desired. Finally, the actual work at the new site must be supervised.

When the new office is nearing completion, moving plans have to be made for the client. In one commercial design company, this is handled by setting up a schedule of room numbers and establishing the order in which rooms are to be moved. Having the new space ready for occupancy when the lease on former space expires is a major pressure point for the designer. If the client has to stay beyond his lease, he has to pay double rent—rent for the new space and rent for the old. In making moving plans, one has to be familiar with union regulations for moving men: only furniture men are allowed to lift furniture, only steel men are allowed to screw a leg into a table, and so on.

The advantages of employing a commercial designer are economy, from having to occupy less space, efficiency, through the flexibility of modern space planning, and beauty, which improves employee morale and effectiveness and lowers turnover rate and absenteeism.

*Working with home furnishings manufacturers.* There are opportunities for home economists in designing, styling, sales promotion, and publicity with manufacturers of furniture, carpets, tile, linoleum, wallpaper, fabrics, curtains, draperies, lighting fixtures, towels, sheets, blankets, bedspreads, decorative pillows, silverware, and china. As in the case of home economists working for food manufacturers, the duties involve working on new products, revising existing products, and taking part in sales promotion activities.

Manufacturers of home furnishings fabrics may maintain their own design departments to create fabric designs or buy from design studios or free-lance artists. Sometimes fabric designs will be planned in a series. For example, one converter (one who buys unfinished fabric from a



analyzing their likes and dislikes, and using tact to make them think the ideas the decorator suggests were their own. Fifth, they must be buyers, making a selection of furniture and accessories while keeping within the client's budget. Sixth, they must be sellers, selling ideas as well as furnishings. Finally, they must like to labor with their hands and have the ability to perform in a workshop where lamps, draperies, and upholstery are fashioned and constructed.

Another designer stressed:

The designer must be familiar with textiles, and know what materials "wear" best in certain circumstances. She must also know the construction as well as the design of furniture for she is often called upon to make the furniture for a specific room or occasion. A designer also must know the details used in millwork and carpentry for she often includes them in plans submitted to the customer. A designer must have a good knowledge of paints, wood, fibers, stone—in short, she must be familiar with all building materials.

A third designer, however, feels too many people consider the field an art:

Talent is readily available, it is a feeling for business which determines the success of a decorator. Courses in marketing, business, and retailing are essential.

Membership in the professional organizations depends upon meeting the course requirements specified by the particular organization.

*Courses.* The American Institute of Interior Designers does not inspect, approve, accredit, or classify schools, nor does it distribute a recommended list of schools. However, it has prepared the following proposed courses in interior design and decoration showing the percentage distribution of study which the AID National Committee on Education feels is essential for a professional course in interior design:<sup>\*</sup>

	Percentage of Total Course
Interior design	30
Graphics and color including mechanical and freehand drawing, watercolor, rendering and presentation, 2-dimensional and 3-dimensional design	15
Structural design and mechanical equipment	12
Furniture design	5
Professional practice	3
History and theory of art, architecture, and interiors	10
Language, history, economics, sociology, philosophy, and psychology	25
<b>Total</b>	<b>100</b>

Although the Institute does not publish a list of schools of design, it mentions the *American Art Directory* (available in public libraries and

<sup>\*</sup> American Institute of Interior Designers, *Information Bulletin*, op. cit.

facturers' associations is voluntary. The associations exist to promote the desirability of their products to the public. The Carpet Institute, for example, is an organization of carpet manufacturers—many of whom are competitors—who support the Institute for the sake of disseminating information about carpets to the public, promoting the sale of all floor coverings, and informing the consumer about them. They hire people to prepare material to be sent to the public schools and to women's organizations. One example of their educational materials is a kit of samples of different kinds of carpet weaves which can be used in a class discussion or by individual women who are thinking about buying floor coverings.

Such an institute may also (1) furnish speakers for meetings of women's organizations, (2) prepare material for distribution to retail stores for training their sales people who work in floor covering departments, (3) conduct market research (finding out what the consumer wants), and make their findings available to their members, and (4) help develop new markets for their product. For example, the Carpet Institute encourages schools to use carpeting in kindergartens because children play on the floor a great deal and because it may make the transition from home to school seem less abrupt. They encourage offices to use carpeting on their floors, showing that carpets reduce accidents from slipping and falling, reduce the noise level, and appeal to employees. They have printed brochures containing descriptions and pictures of schools and offices which have carpeted floors. They give this printed material to their members who, in turn, give it to prospective customers.

*Display work for retail stores.* A person with an interest in the interior design field may do window displays for a department store. One such designer explained her procedure as to

make a sketch of the window based on some theme relevant to the merchandise. I then design the backdrops. I work with the buyers in the various departments of the store from which merchandise will be displayed in the window. I direct the installation of the display, but I do little of the manual labor myself.

## EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

One designer who owns her own shop sums up the educational qualifications necessary for this field:

First interior decorators must be historians who know history and styles of furniture, textiles, accessories, and architecture from previous periods of time and who can relate this information to the style of homes today. Second, they must be artists or at least have the knowledge, creativity and ability to apply color theory, art principles, design, and perspective. Third they must be mathematicians when dealing with measurements and businessmen when estimating costs and rendering bills. Fourth they must be psychologists when interviewing clients,

suggested, if a student can not get a suitable summer job she can decorate her own bedroom or some other part of the house (if the family is willing).

*Part-time work.* These same activities may be undertaken as part-time work during the school year. Working for college staff members in any of the art or applied art departments or for art museum staff would prove advantageous.

### EDUCATIONAL QUALIFICATIONS: POSTGRADUATE

An advanced degree is not necessary for the practice of interior decoration. However, most home economics graduates would need to attend a professional art school for a year or two to perfect their skills and to get some of the technical courses recommended by AID.

Students who want to qualify to teach art in the public schools might be able to do this with one additional year of study, using some of their undergraduate art courses in meeting certification requirements.

Attending the manufacturers' furniture shows, browsing in antique shops, and going to museums help a person keep up with trends in decorating.

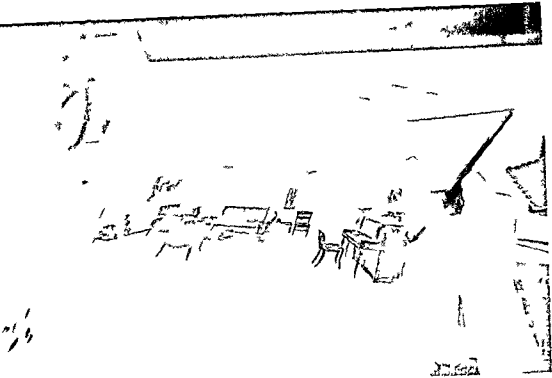
### PROFESSIONAL ASSOCIATIONS

The American Institute of Interior Designers and the National Society of Interior Designers are the two national organizations working to improve the field. The American Institute of Interior Designers requires a combination of academic and technical training and experience to qualify as an *active* member. A board of governors of AID reviews each application, and determines whether or not an applicant is eligible. The following general qualifications are stated:<sup>1</sup>

<i>Academic and Technical Training</i>	<i>Experience Required</i>
I. Four-year degree course in interior design	4 years
II. Two years of college, plus two or three years technical school	4 years
III. Three years of technical school	5 years
IV. Two years of technical school	6 years
V. High school diploma	10 years

For the National Society of Interior Designers requirements vary with the kind of work one does within the profession. NSID members are professional interior designers, industrial designers, architects, scenic designers, educators in accredited schools of architecture and interior design, museum heads, lighting engineers, color and design consultants, and

<sup>1</sup> *Ibid.*



A student works on a color study with selected fabric and wood samples  
(Photograph courtesy of the New York State College of Home Economics  
Cornell University)

museums of art) which includes lists of schools of design with details about courses admission requirements and related information

*Extracurricular activities* Helpful extracurricular activities include working on sets for campus theater groups decorating for dances or helping with decorations in dormitories or the student union building for special campus events and holiday periods Some campuses have photography clubs and art clubs If the campus or community has an art gallery frequent visits are desirable

In schools offering courses in interior design if there are ten or more students of sophomore junior or senior level who are interested in forming a student chapter of AID arrangements can be made through AID National Headquarters 673 Fifth Avenue New York 22 N Y AID also sponsors an annual design contest with sizable cash prizes for students in colleges and schools of design Some professors include the preparation of entries for this contest as part of their course work Even professors who do not might be willing to help a student who undertook such a project as an extracurricular activity

*Summer experiences* Summer experiences selling in a gift shop china department drapery department or other home furnishings area are excellent Assisting a decorator working on sets for summer theatre stock productions or assisting in the display department of a retail store are very good experience albeit somewhat hard to get Being an office girl for a home furnishings magazine or for a home furnishings manufacturer is another way to get contact with the field As one designer

## Dietetics

### EMPLOYING ORGANIZATION

When a person "eats out" in a restaurant, a cafeteria, or a college dining room he is participating in a quantity food service operation. Quantity food service is known by several vocational titles—dietetics, food administration, cafeteria management, school lunch supervision, and institution or institutional management. Usually (but not always) the food supervisor in a hospital is called a dietitian, in commercial foods areas (hotels, restaurants, private clubs), a food administrator or food manager, in stores or industrial plant cafeterias, a cafeteria or food manager, and in schools, a school lunchroom supervisor. Regardless of where they work, men practicing the supervision of quantity food services tend to be called food managers or food administrators.

The term *institution management* or *institutional management* used to be common for the administration of a residence such as the YMCA where the administrator was responsible not only for supervising quantity food preparation but also for such housekeeping tasks as ordering linen, supervising the cleaning of rooms, having the laundry done, and similar tasks. The management of residential halls is divided now, and the person supervising food preparation seldom has these other responsibilities. The term *institution(al) management* is still used in home economics, usually for courses in food service management and related areas.

Since the preparation received in college for students interested in becoming a hospital dietitian is very thorough, it can be used for any position in this field, and since traditionally the position of women in hospital food service is well established, dietetics will be described in detail first, and the school lunch program, college food service, commercial restaurant, and industrial food service will be described as "related opportunities" by indicating the ways in which they differ from hospital dietetics.

**Objectives** According to MacEachern, hospitals today have four objectives: (1) care of the sick and injured, (2) education of physicians, nurses, and other personnel, (3) prevention of disease and promotion of

landscape architects Membership requirements differ with each of these vocations Information can be obtained by writing NSID, 157 W 57th Street, New York 19 N Y

### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

Professional publications useful to the interior designer include

- American Painter and Decorator* St. Louis American Paint Journal Company
- Architectural Forum* New York Time Inc
- Chicago Market Daily* Chicago American Publications Inc. This is issued only during furniture markets
- Floor Covering Weekly* New York Lenett Publications, Inc.
- Giftwares and Home Fashions* New York Haare Publishing Co
- Home Furnishings Daily* New York Farchild Publications, Inc.
- Interior Decorators Handbook* New York Hall Publishing Company This book is published twice a year It lists all the manufacturers of home furnishing in the country what they manufacture and where their show rooms are located
- Interior Decorators News* New York Jack O'Leck, Publisher
- Interior Design* New York Whitney Communications Corp
- Interiors* New York Whitney Publications Inc.

Designers look at the popular home magazines to keep in touch with editorial opinions and also because these are the magazines that influence their clients

- The American Home* New York Curtis Publishing Co
- Better Homes and Gardens* Des Moines, Iowa Meredith Publishing Co
- Good Housekeeping* New York Hearst Corporation
- House and Garden* New York The Conde Nast Publications Inc.
- House and Home* New York Time Inc.
- House Beautiful* New York Hearst Corporation.
- Sunset Magazine* Menlo Park Calif Lane Publishing Company

The designer employed by a department store may also receive notices from the store's resident buying office of new offerings in the market

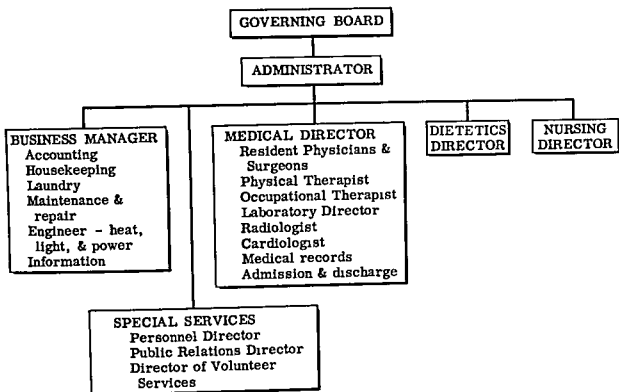


FIG 91 Organization of a hospital

contribution she can make in patient care and hospital management is fully recognized. The degree to which it is recognized is reflected in the extent to which she participates in administrative and medical staff conferences where policies are made and standards set, how she is informed and in what ways she is consulted about the nutritional aspects of patients' conditions, whether or not she is given a budget large enough to assure her ability to hire competent personnel, to serve good quality food, and to maintain the dietary department equipment in excellent working condition, and whether or not she has well planned space for carrying out the functions of the dietary department.

#### MAJOR FUNCTION

The dietitian's responsibilities are classified as administrative and therapeutic. Her administrative work includes (1) writing specifications for the selection and purchase of food, equipment, and supplies, (2) selecting, training, and supervising nonprofessional staff who handle, prepare, and serve food, inspecting purchases received, and supervising of sanitation practices in the storage, preparation, and service of food, (3) preparing reports of how she handles her budget, safety practices followed in the department, and training of employees, (4) maintaining control of costs by evaluating physical layout, use of employees, equipment, and procedures, (5) coordinating her department with other departments of the hospital. Her therapeutic work includes (1) planning menus in accordance with physician's prescriptions for patients who cannot eat food on a regular diet menu, (2) integrating the menu plans with the basic institutional menus, (3) consulting with medical, nursing and social service staffs to gain insight into problems affecting patients' food

health, and (4) advancement of research in scientific medicine.<sup>1</sup> Dietitians are concerned with all four objectives. Their primary function is providing nutritious, palatable, attractive food for the hospital. Hospital food service is usually not oriented toward profit-making. While the dietitian performs educational tasks, they are a smaller part of her work than food production is.

Hospitals are described by the kind of cases they admit, for example, children's hospitals, mental hospitals, maternity hospitals, hospitals for performance of surgery and general hospitals which handle a variety of medical cases and surgical cases too. Hospitals are described in size by the number of patients they can take—i.e., a 200 bed hospital, a 400 bed hospital, and so on.

*Sources of financial support.* There are private hospitals supported by patients' fees and by funds invested by stockholders, there are church affiliated hospitals, part of whose support comes from the church funds and part from patients' fees, there are hospitals supported by fraternal orders, there are city, county, and state hospitals supported by taxes plus patients' fees, and there are hospitals of the Armed Services—Army, Navy, and Air Force, Veterans Administration hospitals, and U.S. Public Health Service Hospitals. The hospitals of the Armed Services, the Veterans Administration, and the U.S. Public Health Service are supported by federal taxes.

### PLACE IN ORGANIZATION STRUCTURE

The hospital has a governing board selected in different ways depending upon the hospital's source of financial support, and a chief administrator who has responsibility for the management of the hospital. Reporting to the hospital administrator are three directors concerned with patient care: the medical director, the dietetic director, and the nursing director. The business manager and the director of special services also report directly to the administrator. See Fig. 9.1 for further details.

Since the dietitian is directly concerned with the patient's getting well, hers is described as a line function.

### POLICIES AND STANDARDS

Final authority for hospital policies resides with the board of governors, but day-to-day policies are made by the heads of departments and the administrator or by individuals in the areas of their authority. The most favorable circumstance from the dietitian's standpoint is one in which her position is that of a dietary department manager, and the

<sup>1</sup> Malcolm T. MacEachern, *Hospital Organization and Management*, 3rd ed. rev. (Chicago: Physicians' Record Company, 1957), p. 29.



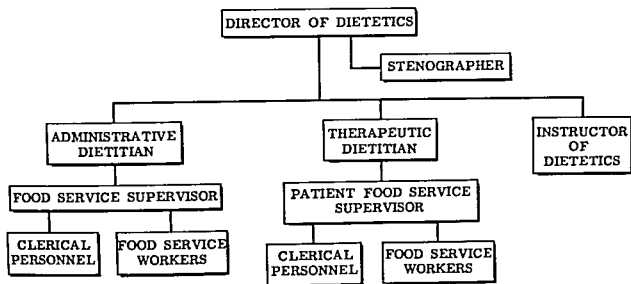


FIG 92 A guide for the organization of the department of dietetics in a hospital (100 to 350 beds)

In diet therapy courses one learns the details of planning these diets and the conditions under which each one is suitable. Every hospital has a diet manual, prepared by its own medical and dietary staffs, or one of the standard manuals which can be purchased to use in planning meals for special patients. Following is a sample description taken from a diet manual of a low purine diet.

The low purine diet is a food allowance in which sources of purines, such as glandular organs, dried legumes and lentils, and meat extractives, are eliminated, and other meat and fish are restricted to 4 oz weekly, thus reducing the daily intake of uric acid, equivalent to approximately 35 mg.

### SPECIAL INSTRUCTIONS

- 1 Avoid liver, sweetbreads, brains, and kidney. A 2 ounce portion of any other meat, fish, or fowl may be served twice weekly.
- 2 Serve cheese and eggs as meat substitutes. Fish roe and caviar may be used as desired.
- 3 Use 1-2 pints of milk daily in order to meet the protein need.
- 4 Omit all meat extracts, broth soups, and gravies.
- 5 Eliminate the following vegetables entirely from the diet: dried beans, lentils, dried peas, spinach.
- 6 Avoid coffee, tea, chocolate, and cocoa. Use decaffeinated coffee or a cereal coffee if desired. (There is some question as to whether or not caffeine can be converted into uric acid in the body.)
- 7 Omit alcoholic beverages of all kinds.
- 8 Allow fruits of all kinds—fresh, canned, and dried.
- 9 Allow cereals of all kinds except oatmeal.
- 10 Serve sugar as desired with amounts adjusted to caloric needs. Cream and butter may be restricted when a low caloric allowance is needed or when a low fat regimen is desired.

habits and needs, (4) instructing patients and their families in normal and therapeutic nutrition, (5) participating in training of medical students, student nurses, dietetic interns, and medical staff, (6) managing the therapeutic unit maintaining records, and preparing reports. She may engage in research.\*

The trend in hospital dietetics is for the administrative dietitian to be a manager, delegating her routine responsibilities mentioned in 2 and 3 above to a food production or food service supervisor and to clerical workers. In most hospitals of average size (100 to 350 beds) there is a director of dietetics, an administrative dietitian, and a therapeutic dietitian (see Fig 9.2).

*People served* The dietitian is responsible for meals for the hospital staff—doctors, nurses, and maintenance personnel, for patients, and for patients' guests who visit at a meal hour.

*Getting to know the needs of individuals served* In determining what to include on the menu, the dietitian's prime concern is the food likes and dislikes of the people she serves. One dietitian in a Massachusetts hospital said:

How whimsical food tastes are! I found distinct likes for all soups, New England boiled dinner, bacon lettuce tomato sandwiches and swiss steak, and at the same time, profound hatreds for chili, macaroni and cheese, and creamed chip beef.<sup>†</sup>

Food likes and dislikes are discovered by counting the number of portions of each food item selected at each meal when several choices among a variety of foods are available and by visiting patients to learn their food preferences.

The menu planned for the hospital staff and those patients who can eat anything is called the "regular" or "routine" menu. Menus for special conditions are called "modified" menus. The type of special diet a patient should have is decided by the attending physician. He may or may not consult the dietitian about it. A physician who does not consult her can be one of the sources of frustration to a dietitian. When the decision has been made, a record is prepared for the dietary department showing the patient's name, room number, and type of diet specified.

Special diets may have slightly different names depending on the terminology of a particular hospital, but in general they consist of modifications in consistency, in calories, in fat intake, in protein, in protein fat-carbohydrate, the sodium restricted diet, and the low purine diet.

\* Adapted from definitions submitted by The American Dietetic Association to the Department of Labor for inclusion in the *Dictionary of Occupational Titles*, 1960.

† Unless otherwise noted, the indented comments in this chapter are paraphrased statements obtained from home economists employed in quantity food administration who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, NY, or by the author.

DAY	BREAKFAST	DINNER	SUPPER
SUNDAY, Dec. 30	Chilled Apricots Wheat Cream Meal or Dry Cereal Eggs, Scrambled Broiled Bacon Toast - Butter Coffee - Milk	Southern Fried Chicken Mashed Sweet Potatoes Escalloped Tomatoes Cranberry Sauce Chopped Lettuce-Russian Dressing Bread - Butter Chocolate Nut Ice Cream- Orange Wafers Coffee - Milk	Grilled Frankfurters - Mustard Raw - Fried Potatoes Boiled Sauerkraut Jellied Pear Salad - Mayonnaise Bread - Butter Christmas Fruit Cake Coffee - Milk
MONDAY, Dec. 31	Chilled Blended Fruit Juice Rice Cereal Eggs, Fried Broiled Bacon Toast - Butter Coffee - Milk	Soup - Crackers Pork Bar-b-que on Toasted Bun Potato Puff Buttered Sliced Fresh Carrots Tossed Fresh Vegetable Salad-French Dressing Chilled Peach Halves - Cinnamon Crisps Coffee - Milk	Roast Lamb - Gravy Primaconia Potatoes Parasiled Buttered Cauliflower Mint Jelly Celery Hearts and Carrot Sticks Bread - Butter Cream Puffs Coffee - Milk
TUESDAY, Jan. 1	Chilled Fresh Grapefruit Oatmeal or Dry Cereal Eggs, Soft Cooked Broiled Bacon Toast - Butter Coffee - Milk	Soup - Crackers Grilled Steaks - Pan Gravy O'Brien Potatoes Buttered Frosted Green Beans Pickle Relish Sliced Tomato and Onion Salad - Mayonnaise Hot Poppyseed Rolls - Butter Frosted Strawberry Sundae - Christmas Cookies Coffee - Milk	Grilled Ham Sandwich Hash Browned Potatoes Buttered Sliced Beets Cabbage and Green Pepper Salad - Mayonnaise Bread - Butter Glazed Fruit Crescents Coffee - Milk

## SUGGESTED MENU

*Breakfast*

Fruit—citrus fruit or tomato juice

Cereal (except oatmeal), with cream or milk and sugar

Eggs—2

Toast (whole grain or enriched white), with butter or enriched margarine Jelly jam honey or marmalade if desired

Beverages—decaffeinated coffee or cereal coffee with cream and sugar

*Lunch and Dinner*

Soup—milk soups made with any vegetables except those forbidden

Meat fish, or fowl—only 2 oz portion twice weekly, omitting glandular meats entirely 2 oz portion of cheese daily on days meat is not served

Vegetables—potato daily if desired, 2-4 additional vegetables (any except those on forbidden list)

Bread—whole grain or enriched, with butter or enriched margarine

Dessert—fruit puddings cake ice cream gelatin desserts, or pie

Beverage—milk or buttermilk and decaffeinated coffee or cereal coffee \*

*Determining a satisfactory plan for meeting these needs* Using her menu file, the dietitian plans the regular menus for some time in advance. Some dietitians use a three week cycle, planning for three weeks in advance and using the same plan over and over again. For example, one dietitian explained

At our hospital menus are planned on a three week cycle and the plan is made up for a three month period. This divides the year into seasons—for example June, July, and August comprise the summer series, September, October, and November the fall series. This is advantageous as each season has its typical food pattern. Also, this plan enables me to take advantage of reasonably priced food while it is "in season."

As far as possible, the dietitian tries to coordinate the menus for the hospital staff and the regular patients so that the meat and vegetable choices are the same. This assures more economical management. The dietitian then adapts the regular menu in planning modified diets. It may be a time consuming job. In one hospital, for example, 30 per cent of the patients were on modified diets. Figure 9.3 shows the detail in which the regular menu for a hospital was prepared for a three day period. Figure 9.4 shows how the regular menu for January 1 was changed for several of the modified diets. Examining these two illustrations should make clear what is involved in menu planning so far as the food itself is concerned.

In addition to deciding what foods to prepare, the dietitian must consider the physical facilities of her kitchen. For example, she must

\*Dorothea Turner, *Handbook of Diet Therapy*, 3rd ed (Chicago: The University of Chicago Press, 1959), pp 99-100

not plan to bake more items than she has space for in the ovens, and she must distribute the work involved in preparing the food as evenly as possible among her various employees. The cost of the food she has planned must be considered in terms of her budget. This is another reason for trying to ascertain the kind of food people like: wasted food is expensive. The dietitian must plan to use leftover food, keeping in mind the length of time it can be stored in the refrigerator.

Seeing a meal that she has planned materialize is often a source of satisfaction to the dietitian. She knows that she is helping patients along the road to full recovery from a nutritional standpoint, and she realizes that meals are often one of the main diversions of hospital patients; that they help bolster morale when they are attractively served and tempting. One dietitian said she enjoyed her work because she was doing things for people which they could not do for themselves. And to the extent that patients learn better nutritional habits while they are in the hospital and maintain them at home, the dietitian has helped improve the general health of the nation.

There is a negative side to menu-planning too; as another dietitian pointed out: "Everyone's an expert on food—especially the patients who can't complain with as much authority about the medical service, and so turn to this as an outlet." A young dietitian felt the most discouraging thing about her job was the lack of understanding and acceptance some people showed toward their modified diets even though their health was at stake. Another commented on the fact that sick people are often difficult. She found it was necessary to be tactful and firm, but at the same time cheerful and pleasant.

*Executing the plan.* With her menus and with her budget in mind, the dietitian then specifies the food she will need to prepare those menus. The frequency with which orders for different items are placed varies somewhat from one institution to another. One dietitian reported that her department ordered meat, staples, and frozen foods only once a week. Fruits, vegetables, dairy products, and bread were ordered several times a week—sometimes daily. This dietitian said they took advantage of meats which were plentiful at that time of the year and also of any specials the salesman from the meat wholesaler's company had.

On the other hand, in a large, government-operated hospital, dietitians send out requests for bids from meat wholesalers and the wholesaler who offers the cheapest price for meats which meet this hospital's specifications receives the contract for a particular month. The same procedure may be used for fruits and vegetables, but these are ordered weekly.

The quality of the food which the dietitian specifies has a great deal to do with its final flavor and appearance when served; hence, her purchasing decisions influence the standards she maintains as a food administrator. For example, one dietitian reported that they buy only

Tuesday, January 1

MEAL	REGULAR	MEDICAL SOFT	MECHANICAL SOFT	FULL LIQUID	LOW RESIDUE
BREAKFAST	1 Grapefruit 2 Oatmeal 3 Soft Ck Eggs 4 Bacon 5 Toast 6 Butter 7 Milk 8 Coffee	1 Juice 2 Strained 3 4 5 White 6 7 8	1 Juice 2 3 4 5 Bread 6 7 8	1 Juice 2 Strained 3 4 5 6 7 8	1 Juice 2 Wht Cream Meal 3 4 5 White 6 Jelly 7 8
DINNER	1 Soup - Crax 2 Grilled Steak 3 O'Brien Potato 4 Green Beans 5 Pickle Relish 6 Sl Tom-Onion Sal 7 Mayonnaise 8 Poppyseed Roll 9 Butter 10 Strawberries 11 Van. Ice Cream 12 Christmas Cookie 13 Milk 14 Coffee	1 Ground 2 Mashed Potato 3 4 Puree 5 6 7 White Toast 8 9 10 11 12 13 14	1 Grd - Gravy 2 3 4 5 No Onion 6 7 8 9 10 11 12 13 14	1 Cream Soup 2 3 4 Malted Milk 5 6 7 8 9 10 11 12 13 14	1 Broth 2 Ground 3 Rice 4 5 6 7 8 White Toast 9 Jelly 10 11 Jello 12 13 14 Black
SUPPER	1 Gr Ham Sandwich 2 Hash Brown Pot 3 Eu Sl Beets 4 Cabb-Gr Pep Sal 5 Mayonnaise 6 Butter 7 Bread 8 Fruit Crescent 9 Milk 10 Coffee	1 Beef Loaf 2 Parslief Potato 3 Puree 4 5 6 Butter 7 White Toast 8 Crescent Cookie 9 10	1 Beef Loaf 2 3 4 5 6 Butter 7 Bread 8 9 10	1 Cream Soup 2 3 4 Str Milkshake 5 6 7 8 Jello 9 10	1 Broth 2 Ground Beef 3 Rice 4 5 6 Jelly 7 White Toast 8 Jello 9 10 Black

FIG 94 Sample daily menus (regular and modified diets)

Tuesday, Jan. 1		Tuesday, Jan. 1		Tuesday, Jan. 1	
WARD ROOM		WARD ROOM		WARD ROOM	
NAME		NAME		NAME	
PLEASE <u>CIRCLE ONE</u> ITEM IN EACH BLOCK -		INDICATE SIZE PORTION			
BREAKFAST		LUNCH		SUPPER	
Grapefruit Half		Soup - Crackers		Grilled Ham Sandwiches	
or		Grilled Steak-Gravy-Pickle		or	
Grapefruit Juice		Relish		Beef Loaf - Gravy	
Oatmeal		or		Hash Browned Potatoes	
or		Pork Chops 1 or 2		or	
Wheat Cream Meal		O'Brien Potatoes		Parslified Buttered Potato	
or		or		Buttered Beets	
Cornflakes		Mashed Potatoes		or	
Soft Cooked Egg 1 or 2		Buttered Green Beans		Lima Beans	
or		or		Cabbage-Green Pepper Salad-	
Fried Eggs 1 or 2		Asparagus Tips		Mayonnaise	
Broiled Bacon		Sliced Tomato-Onion Salad		or	
Toast Butter Jelly		or		Lettuce Wedge w/Lemon	
Coffee Tea Cocoa Milk		Pear - Jelly Salad		Glazed Fruit Crescent	
Sugar Cream Lemon		Strawberry Sundae		or	
		or		Chilled Apricots	
		Jello		White Rye Whole Wheat	
		Christmas Cookie		Bread Butter Jelly	
		Poppyseed Roll		Coffee Tea Cocoa Milk	
		White Rye Whole Wheat		Sugar Cream Lemon	
		Bread Butter Jelly			
		Coffee Tea Cocoa Milk			
		Sugar Cream Lemon			

FIG. 95. Sample menu card.

frozen vegetables because the quality is consistent and it is cheaper in the long run than buying fresh vegetables and adding the labor cost involved in cleaning and preparing them

The dietitian is responsible for seeing that the incoming shipments of food correspond to her specifications

From past records, it is possible to estimate the amount of different food items which will be selected by the hospital staff and visitors who eat there. Patients who are able to eat all foods are given a menu each day and asked to select what they would like for each of the three meals for the *succeeding* day. Usually a choice of two items is offered for each course of each meal (see Fig 9 5). The patients' choices are tallied so that the food service supervisor knows exactly how many servings will be needed for patients on regular diets. The amount and kinds of food which will be needed by modified diet patients are determined from each patient's card together with conversations with him about the limited choices he has within that diet. The food service supervisor converts the orders into amounts of food to be prepared by the cooks. She is also responsible for providing the cooks with the recipes they are to use.

In most hospitals the food for all patients is prepared in one main kitchen. With some food items, it is possible to prepare the servings for modified diets along with those for regular menus by not seasoning the food or by withholding ingredients, such as butter, until the portions for modified diet patients have been served.

In executing her plans the dietitian is supervising employees. The following comments were made by a dietitian with several years of experience:

I learned a great deal about supervising people. To gain their cooperation and their loyalty—which one must have to maintain high standards—she must work *with* people, not rule as a commander. If the dietitian has a sincere interest in each person, and if she is impartial and objective in making corrections and decisions, most employees respond by doing their best. I found there was little turnover except among dishwashers who came and went frequently, but this is an accepted phenomenon, and it did keep life interesting. The supervisor must work for efficiency in methods of work, and since many employees do their work following methods they have used for eight or ten years, a new dietitian must make changes very gradually, tactfully discussing new plans first.

Another dietitian described the personal qualities desirable in a supervisor as:

Having the ability to delegate authority, and then leaving the persons to whom authority is delegated to do their work without interference (this is most difficult to accomplish) and being constantly aware of the "feeling" in the department. One must be able to prove to employees that, although she is newer and younger than most of them, she can and will make croquettes, bake rolls, run the dish machine, cut green beans, and mold salads. One will gain respect much faster by doing these things



to be discharged from the hospital to help them know how to handle their food needs when they get home. Sometimes instructions are given for not only the appropriate foods to eat but also how to cook them. Some hospitals maintain a clinic to which people may come at any time for advice in connection with their diets.

*Teaching dietary department employees* New employees in the dietary department must be trained in the methods and food standards of the hospital. This training may be done by the food service supervisor. In hospitals where the dietary staff is large this may be done through regular classes, otherwise it is done individually.

*Teaching interns and student nurses* In hospitals which are affiliated with a medical school or a school of nursing the dietitian frequently teaches nutrition and diet therapy to interns and to nursing students. The purpose of this instruction is to enable these future doctors and nurses to understand the role of the dietary department in the hospital and the place of diet in maintaining and restoring health.

*Hiring personnel* Personnel is the most important part of any organization. The dietitian hires the people who work in the kitchens. This requires the ability to judge people because it is essential to hire employees who will work well together and who will be helpful in maintaining the food standards of the department.

*Ordering and maintaining equipment* The head dietitian writes specifications for new equipment and makes sure that existing equipment is kept in good operating condition. In some hospitals there are ample funds to provide modern equipment; in others the dietitian may have to do the best she can with older pieces.

*Sanitation* Steam tables and coffee urns must be cleaned daily. Freezers must be defrosted periodically. This cleaning is not only a matter of hospital standards but also required by the public health sanitation regulations. Every city, county, and state has its own health codes. Practices which are approved in one area may not be in another. One dietitian pointed out:

It is important not to let butter or mayonnaise sauces stand in the open for too long a time.

It is important to have no scraps of meat stick to the butchering saws after they are put away, for though they are minute scraps and caught only in joints of the saws they can breed bacteria and contaminate another piece of meat.

It is important to have no peeling paint over a stove (caused by the heat) for there is arsenic in paint and if chips get into food it could sicken customers.

In a basement kitchen it is important to keep sewer pipes protected for the druppige from just a pin prick of a hole can cause any food packaged or not to become contaminated eventually.

*Paper work* In addition to the daily menus and weekly, bimonthly, and monthly purchasing orders, the dietitian takes periodic physical in-

than by just 'looking on' One must be able to listen to complaints (which at times seem to be many), weigh them, and help resolve the causes of them One must be flexible, be willing to work hard, and be able to not let little things bother her

One dietitian said little of her time was spent in actual supervision of kitchen employees Her staff includes seven regular and three part-time employees who have been working with her from one year to almost fifteen Because of their experience, she can spend much of her time in other duties These relationships with her staff are one of the things she likes best about her job

When the food is prepared, it must be served The hospital staff and visitors eat in dining rooms—in the same one or in separate ones They may have cafeteria type service or table service Some hospitals have dining rooms for patients who are able to walk or ride in wheel chairs

For patients who cannot go to the dining room, food is sent to their rooms on trays There are two types of tray service centralized, or decentralized

In centralized service, trays are prepared on an assembly-line basis in the main kitchen, and then transported to the various floors of the hospital by various means For example, one hospital dietitian reported

The tray moves along on a conveyor belt Using the menu sheet which the patient himself had filled out or which had been prepared for him, a trusted kitchen employee serves the meat and vegetables, and covers the plate with a clear, plastic cover Another serves the bread, spread, and salad, and another the beverage and condiments I check the tray at the end of the line and place it in a cart which a kitchen porter delivers to the patient's floor There hospital volunteer workers carry the trays to the patients

In decentralized service food generally is sent in large containers to a kitchen on the hospital floor and individual trays are served from there At one hospital

Each wing has a pantry where the steam table plugs in, food is sent up from the main kitchen in bulk and put into the steam table On the back of the door there is a list of the patients in that wing and their diet requirements The food service workers and/or a food service supervisor set up the trays and put the prepared food on them Coffee and tea are made in these rooms, eggs are cooked there and various supplies—such as juice, milk, and lemons—are kept there

#### OTHER FUNCTIONS

*Teaching patients* The dietitian is an educator, too, and during the time patients are in the hospital she tries to give them as much information as possible about good food habits In one hospital the dietitians send a mimeographed note to every patient who enters the hospital, giving him some information about the kind of food he will receive while he is there Dietitians may hold meetings with patients who are about

to be discharged from the hospital to help them know how to handle their food needs when they get home. Sometimes instructions are given for not only the appropriate foods to eat but also how to cook them. Some hospitals maintain a clinic to which people may come at any time for advice in connection with their diets.

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In a basement kitchen it is important to keep sewer pipes protected for the druppige from just a pin prick of a hole can cause any food, packaged or not, to become contaminated eventually.

*Paper work* In addition to the daily menus and weekly, bimonthly, and monthly purchasing orders, the dietitian takes periodic physical in-

ventories of staples on hand and checks them against a permanent, running record she keeps of supplies received and requisitioned, and she keeps detailed cost records so that she knows just how much the food prepared in the kitchen costs (including labor and the charges for gas and electricity used as well as other charges allocated to her department). Her cost records are checked by other hospital officers to determine whether she is staying within her budget.

Once a year she may order new equipment, dishes, linen, and other items incidental to the serving of food.

If the dietary staff works a 40 hour week but the kitchen operates from 7 00 AM to 7 00 PM she is responsible for scheduling the dietitians, scheduling of the other employees to work on a shift basis may be done by a food service supervisor.

*Planning the budget* The budget consists of the amount of money the dietitian is given by the hospital administration to cover food, equipment for the kitchen, and payroll for employees in the kitchen. The size of the budget is determined by the dietitian in consultation with her supervisor (usually the director of the hospital). Records showing the costs of operating the department in preceding years are necessary in order to anticipate what will be needed the coming year. The dietitian frequently is responsible for large amounts of money (the monthly budget for perishable foods alone in one hospital was \$17,298).

There can be problems in connection with the budget depending upon the type of hospital. For example, one dietitian reported that since hers is a city hospital, she must buy new equipment through the central purchasing program and often does not get what she really wants.

It is also true that maintaining an efficient staff, keeping patients well-fed and her workers serene within a particular budget can be very satisfying to a dietitian.

*Participating in research* In large hospitals, some of the doctors may be interested in research, and the dietitian may be asked to participate in research studies. For example, one dietitian reported that she was working as a member of a research team investigating the effect of antibiotics on vitamin retention.

Some of the satisfactions the dietitian feels in connection with her work are (1) the feeling of being on the inside of things through getting to know doctors, nurses, patients, and the operation of the whole hospital, (2) the feeling that one is contributing to the welfare of one's fellow man, and to that of one's community, and (3) the realization that one is performing a duty that is necessary for life itself.

#### TYPICAL DAY

The typical days of an administrative and a therapeutic dietitian in a 200 bed hospital where the administrative dietitian works from 6 00 AM

to 2 00 PM and the therapeutic dietitian from 10 30 AM to 7 00 PM were described by one dietetic director, as follows Some of the duties the administrative dietitian is reported as doing were described earlier in this chapter as being performed by the food service supervisor. Who actually executes the responsibilities of the dietary department depends upon the number of personnel in the department, and also on the availability of staff with the training or experience to handle the food service supervisor's position

I arrive and supervise the breakfast services of the hospital Then I check to see which of the kitchen employees are on duty that day (I make out their schedules several weeks in advance so there are always some daily adjustments necessary) I have trained my kitchen staff so that most of them can do a variety of jobs, which gives me a more flexible staff I assign them to a unit, such as food preparation or serving, and the food service manager tells the employee her specific job for the day

After breakfast service is completed, I see food salesmen for an hour or so I give them orders for food if I am interested in what they have (I am also responsible for placing bids for meat or produce that may be bought on a three month contract )

After seeing the food salesmen, I check in food which is delivered that day to see that it meets the standards of the dietary department Since food is ordered to meet certain specifications, I can refuse to accept products which do not

I then supervise the cafeteria which is used by hospital personnel and visitors during the noon meal

Before I leave at 2 00 I check the menus for the next day Although we operate on a three week cycle menu, there are always adjustments to be made in them too I also make up the payroll for the department, hence, that task must be fitted into the days just before employees are due to be paid

The therapeutic dietitian checks any changes in modified diets when she arrives at 10 30 AM The changes are caused by new admissions to the hospital, by discharges, and by changes in patients' conditions

During the noon meal she often visits the patients on modified diets This gives her an opportunity to see what sort of appetite they have, and to explain their diet to them She discovers food preferences of her patients at this time also

Her afternoon is taken up with planning modified diet menus, with talking with individual patients who are being discharged about their diets to be followed when they get home, and with conferring with the doctors or nurses about the patients' conditions

She follows the preparation of the hospital's evening meal to be sure there are no unsolved problems In this hospital, cooking is done in small amounts throughout the meal period rather than all together Under the latter system, the food may have to stand for as much as two hours before the meal service is complete

#### EMPLOYMENT OPPORTUNITIES

The demand for hospital dietitians constitutes one of the greatest placement areas for home economics graduates—and it will continue New

hospitals are being built and existing ones are expanding. There will be more homes for the aged and nursing homes established. There will undoubtedly be regulations regarding food service in these institutions. It is highly possible that the homemaker dietitian might be able to serve several of these on a "shared basis." It is a position frequently held by married women and it can be held on a part time basis. It is relatively easy to re enter after having raised a family. The main problem in re-entering the field is having up to date nutrition information. Therapeutic dietitians would find it advisable to take another course in nutrition and one in diet therapy if they had not been employed as a dietitian for three years or more.

Hospitals exist in all communities, hence, it is possible to choose the geographical environment one enjoys or to find employment wherever one must be because of family obligations.

A unique feature of hospital dietetics is that this is a position open to women in the Armed Services, it carries officer's rank.

#### PEOPLE WITH WHOM ONE WORKS

*Employer* The dietitian is employed by the administrator of the hospital who may or may not need to consult his governing board to make the appointment.

*Others* The dietitian works with people of many different backgrounds and degrees of education: patients, doctors, nurses, maintenance workers, the administrator, delivery men, salesmen, and her own staff.

Although people usually think of dietetics as primarily a "foods occupation," a great deal of the dietitian's time is spent in planning, evaluation, coordination, and personnel management. For example, the dietary director of a 340 bed hospital had the following staff to supervise:

##### *Administrative*

- 1 chief dietitian
  - 2 staff dietitians
  - 7 food service workers
  - 1 clerk typist
  - 1 clerk cashier
- 
- 12

##### *Preparation*

- 1 head cook
  - 1 breakfast cook
  - 2 first cooks
  - 2 second cooks
  - 3 cooks' helpers
  - 1 storeroom man
  - 1 pot washer
  - 5 porters
- 
- 16

##### *Service*

- 25 tray girls who help with salad preparation

##### *Cafeteria*

- 1 supervisor
- 1 cashier

dessert preparation	4 counter women
cleaning food trucks	3 busboy dishwashers
preparing nourishments	2 part time cashiers
3 dishwashers	<u>11</u>
6 truckmen	
1 porter	
<u>35</u>	

### PHYSICAL ENVIRONMENT

Students who have not been in any division of a hospital or who have not been in an institutional kitchen of any kind usually expect the sterile atmosphere of the operating room, and they may find it. For instance one student observer wrote

This hospital had a pleasant spotlessly clean, uncluttered kitchen arranged on the centralized plan of serving. The kitchen was attractively decorated and the equipment conveniently arranged. There was a private office for the dietetic staff within easy access of the kitchen area.

On the other hand, just the size of the equipment used, and seeing crates of lettuce at the salad unit and a large number of people working at different tasks in what is essentially one, big room may convey a feeling of disorder until the student learns to see what is going on. The dietary department usually consists of a main kitchen arranged in separate units for the preparation of vegetables, meats, and salads, ranges where meat is cooked, steam jacketed kettles where vegetables are cooked, a bakery department, and a unit where beverages are prepared. There may be special equipment such as a potato peeler, a food mincer, and a food pureer. There is an assembly section where trays are prepared and put into carts, refrigerated rooms called walk in freezers for storing meat, vegetables, fruits, ice cream, and leftovers, the employees' dining room, a dish washing room, a garbage disposal unit, and the dietitian's office.

The age of the hospital building, the budget of the department, the layout of the kitchen space, and the housekeeping standards of the dietetic director are determining factors in the general atmosphere.

### SALARY

Salaries vary with the amount of responsibility the position entails and with the dietitian's experience. Membership in *The American Dietetic Association* (see p 186) usually qualifies a person for a salary higher than that a nonmember in the same position could earn. A student who had completed her ADA internship immediately after graduation

from college would earn a salary comparable to the homemaking teacher

Dietitians wear uniforms when on duty. If the uniforms are furnished by the hospital and laundered by them, this is considered an indirect part of her salary. Occasionally, living quarters are provided for dietitians in the nurses' dormitory. This, too, can be considered an indirect addition to salary.

### HOURS

Someone in the hospital dietary department must supervise the preparation of breakfast (which may be served at 7:30 AM) and all other meals, including supper (at 5:30 PM). (Hospitals tend to use the terms *breakfast*, *dinner*, and *supper* to designate the three meals of the day.) This represents a ten-hour day. Dietitians cannot, by law, work more than 40 hours a week. To solve this problem, most hospitals have at least two eight-hour work shifts. If there are two dietitians, each takes one shift. Another way of meeting the problem is to split the shift. One dietitian may come in at 7:00 AM and work until 1:00 PM, take three hours off, and return to work at 4:00 PM to work through until 7:00 PM. Another characteristic of hospitals is that they must operate seven days a week and on holidays. Therefore, while each dietitian may have two full days off every week, her off-days may not come on the weekend. Dietitians usually take alternate duty on holidays. If one works on Christmas Day, she is usually free on New Year's Day.

### VACATIONS

There are many different practices concerning vacations. They range from one week to four weeks a year. Many times the length of vacation varies with the length of time a dietitian has worked for a particular hospital. For example, in one organization the dietitian received thirteen days of vacation the first three years she worked with them and four weeks' vacation each year thereafter.

### SECURITY

The demand for dietitians has always been great, and with an increasing population, it seems reasonable to expect that the number of people served by hospitals will be greater than in the past. Hence, one may expect the demand for dietitians will increase.

### ADVANCEMENT

*Within the organization.* In a small hospital one person acts as both therapeutic and administrative dietitian. Her advancements come in the form of salary increases.



In a hospital of 200 or more beds there are usually at least two dietitians, one ordinarily handles the administrative duties and the other the therapeutic ones. One of the two dietitians would serve as head of the department. In larger hospitals there are additional dietitians with special duties (such as handling all the teaching responsibilities), and there are assistant dietitians. The recent college graduate usually begins as an assistant rather than being in full charge of the kitchen or a department of the kitchen. As one dietitian said:

It is worthwhile to accept a lower salary for a time since one has to learn to handle all situations. Poor relations between the dietitian and her employees and a poorly run kitchen often result from the dietitian's accepting a job with too much responsibility for her to handle.

*Similar organizations* There are no problems in a dietitian's moving from a specialized hospital to a general hospital or from one specialized hospital to another. A dietitian may seek more rapid advancement by moving from a hospital where she is an assistant to one where she can assume full responsibility for the dietary department.

#### RELATED OPPORTUNITIES

One of the very nice features of dietetics is that if one likes menu planning, purchasing, and supervision of the production and service of food to large numbers of people, she is not limited to the hospital environment in using her knowledge. There are four other food services which do hire or can hire dietitians to perform these functions: college food services, commercial restaurants, industrial concerns, and public schools.

*College food services* The dietitian in this situation does the same kind of work as the administrative dietitian in a hospital. She plans regular menus, and she is interested in having them nutritionally balanced. Frequently the choice of menu items offered in a college food service program is wider than in hospitals. Colleges may or may not try to make a profit on food served in dormitory dining rooms. Many of them do if they are amortizing a mortgage on the dining hall.

One of the major differences from hospital dietetics may be that the part-time workers in the dietary department who help with serving the customers are students. If a home economist takes a position as an assistant college dietitian immediately upon graduation, she does have to get used to supervising students instead of feeling like one herself. Nevertheless, this position is on a college campus, and this appeals to some girls.

*Commercial restaurants* Restaurants are operated to make money for their owners, and it is this profit motive that is the most distinctive feature of commercial restaurant work. The quality of the food, the general atmosphere of the restaurant, and the service that the customers

receive from waitresses bus boys hostesses and cashiers are important aspects of the restaurants appeal to the public There are price levels in food as well as in clothing For the girl who likes to work with expensive menus employment in an expensive restaurant is an exciting challenge

In the commercial restaurant field particularly women dietitians have competition from men food managers The food managers may or may not have had a college education Many of them have attained their knowledge from the experience of working in all the jobs connected with food preparation On the other hand men food managers may be graduates of college programs in hotel management or in home economics

There are a number of large commercial restaurant chains throughout the country which have managers in each of the individual restaurants Some students like to join that type of organization immediately upon graduation because menu planning and standard recipes are furnished from a central office Other food managers feel that central planning is restrictive There are opportunities to advance by working in various restaurants which are part of the chain

Commercial foods work is excellent experience for the girl who thinks she would like eventually to have a restaurant or catering service of her own

*Industrial food service* Being a dietitian in an industrial concern means being responsible for the employee cafeteria(s) and the dining room for company officials in a manufacturing concern If the factory operates from 8 00 AM to 4 00 PM the noon meal is the only one for which menus have to be planned If the factory operates on a 24 hour basis the schedule may be similar to the following

The food service at this plant is a nonprofit 24 hour operation with its first breakfast at midnight The main kitchen services 14 cafeterias and two dining rooms We feed 17 500 employees per day and have enough equipment to serve 50 000 The food for the noon meal must be ready by 9 30 AM to go to the cafeterias in the other buildings for the first lunch at 10 30 AM

The cafeteria menus offer a great variety in choice of foods and a large price range the menus for the executive dining rooms are much more limited and are variations of the master menu Lunch includes hot meats vegetables potatoes salads sandwiches soups desserts breads and beverages

Frequently food wagons are part of the food service in an industrial concern They supplement the regular meals of the day One cafeteria manager who supervises 29 employees and has one assistant dietitian described this operation in her company as follows

There are three canteen wagons serving four eight story buildings in

the factory and the wagons cover each department on every floor. There are three food service workers who go with each wagon and one man who services them. They are out from 8:00 AM to 10:45 AM. They carry baked goods of all kinds (doughnuts, pastries, cream puffs), coffee, muffins, sandwiches (10 kinds), fruits in season (oranges, apples, bananas, grapes), milk (quarts, pints, half pints), buttermilk, chocolate milk, fruit juices, and cigarettes.

At 1:15 PM to 2:45 PM they go out again carrying pie, cupcakes, ice cream, potato chips, corn curls, coffee, cigarettes, and milk. The wagons are inventoried before they go out and when they come back. Wagon girls make sandwiches and bag them and pack baked goods on the wagons. The cafeteria manager said that profit is made on the wagon sales but it only balances what is lost in the cafeteria operation.

Lunch is served in the cafeteria from 11:25–12:45. One or two departments get off every 15 minutes so that there is a constant line at the counter during the whole lunch period. Dinner is served between 7:30 and 8:30.

Uniforms and laundry are supplied by the company.

An extra duty which the industrial dietitian may have is planning special meals when the company executives entertain outside visitors or when a department has a party.

**School lunch program.** In some high schools, the responsibility for supervising the operation of the school cafeteria is assigned to the homemaking teacher. Larger schools hire a school lunchroom supervisor. The school lunch is a nonprofit enterprise. The school dietitian in New York State is a civil service employee and consequently must pass a competitive examination before being employed. The employer is the board of education but the lunchroom supervisor is really responsible to the principal. In some schools she has the same status as a faculty member, is on the same salary scale, and acquires tenure on the same basis.

Major characteristics of the school dietitian's position are that she serves only one meal a day—lunch—and does that just five days a week. Menu planning is affected by whether or not the school participates in the federal school lunch program which is in operation throughout the country. Its purpose is to give students a well balanced meal containing one-third to one-half the minimum daily requirements of specified nutrients. Schools participating in the program must furnish, among other offerings, a "Type A" lunch. The lunch must contain at least

- 1 One half pint of whole milk as a beverage
- 2 Two ounces of fresh or processed meat, poultry, cooked or canned fish or cheese, or one half cup of cooked dry peas, beans, or soybeans, or four tablespoons of peanut butter, or one egg. These protein requirements may be met by serving one half the required quantities of each of two protein foods.

- 3 Six ounces (three fourths cup) of raw, cooked or canned vegetables or six ounces of raw canned or cooked fruits, or six ounces (three fourths cup) of both fruit and vegetables  
One half cup of fruit juice may be served in meeting one half of the fruit and vegetable requirements
- 4 One portion of bread muffins or other bread made of whole grain cereal or enriched flour
- 5 Two teaspoons of butter or fortified margarine

All the butter some of the canned fruits, vegetables, and meats used in the Type A lunch are government surplus commodities. In addition to buying these foods from the government at low prices, the school is paid a nominal sum by the federal government for each Type A lunch sold. Since the student pays for the lunch the income from the government is equivalent to a rebate on the purchase price of the food. This rebate is offered as an additional incentive to the school to promote the sale of the Type A lunch.

The school dietitian may be responsible not only for food service in one school but for coordinating the lunch program in all of the schools in her community. If she is the only trained dietitian in the community, she may visit each of the schools daily to confer with a food production manager who is responsible for the actual food preparation. One school lunch supervisor indicated that she had centralized the organization for the seven schools in her community so that meal planning, purchasing, and budgeting were done for all at the same time.

The professional association for school lunch dietitians is called the American School Food Service Association. It holds regional and national conferences where valuable ideas may be exchanged and acquired. There may also be a local city association of people doing this work.

*Other areas* A college graduate who has met the requirements for dietetics might also consider the fields of home service representative and test kitchen research. She would be better prepared for these positions if she included several equipment and management courses for the home service position and experimental foods courses for the research position, but she would have the essential requirements for both. Adding qualitative analysis, quantitative analysis and calculus to the dietetics program provides a good background for graduate work in food or nutrition and for a beginning position in food technology.

#### EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

*Courses* The American Dietetic Association specifies academic requirements for active membership. The current academic requirements consist

*Summer experiences* Waitress experience in a quality restaurant or hotel gives one a chance to see how the kitchen is organized and to become acquainted with customers' food preferences and attitudes about eating. Cooking for a summer camp or for a private family is valuable because of the actual experience in handling food. Proficiency in the preparation of food makes demonstrating procedures to others more effective. Cooking in a camp helps a student learn the food production worker's point of view, and makes her a more understanding supervisor. It is desirable to postpone accepting a summer job with full responsibility for cooking in a camp until one has had one course in quantity food preparation and one in purchasing. Some hospital dietitians stress very strongly the importance of working in a hospital environment in some capacity.

*Part time work* It is conceivable that by working part time in food production in a different kind of establishment each year, a student could sample four of the five major divisions of food administration and thus have a clearer idea of the area of her preference. Working for a professor who teaches institutional management courses or does research or for a professor in any of the related fields is as helpful for the prospective dietitian as it is for students interested in other kinds of foods work.

#### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

An advanced degree is not necessary to practice dietetics. The American Dietetic Association does provide a one year internship program for students who have completed their baccalaureate degree. The internship must be taken in an organization approved by ADA (see pp 192ff), it provides the student an opportunity to learn under expert supervision all of the responsibilities of a dietitian. The first major professional decision a home economics graduate who prepared for the field of dietetics must make is whether or not to go on for that fifth year of internship training. It is possible to be employed in a good position at a good salary without it. The following report from one student who did go on to take an internship points out some of the advantages of the experience.

I was all for beginning work right after graduation and the thought of another year of studying seemed more than I wanted to tackle at the moment. But through my conferences with people at school and through the persuasive urgings of my parents I decided to take an internship. After this was decided, I began to think about where to intern, since I came from a small town I decided it might be well to try the big city for a year.

All interns at this hospital are given single rooms in the nurses' residence. It has several sun decks, a beauty parlor, a gymnasium, dining

food production management, equipment selection, maintenance and layout (if not taken in Emphasis I), foods cultural, experimental, or technological, principles of accounting (if not taken in Emphasis I), purchasing (if not taken in Emphasis I)

#### B Business Administration

*Advanced accounting*

*Advanced food production management* (if not taken in Emphasis I)

*Equipment selection, maintenance and layout* (if not taken in Emphasis I)

*Personnel management*

*Purchasing* (if not taken in Emphasis I)

Business law, communication, human relations, industrial psychology, labor economics

#### C Science—Foods and Nutrition

*Advanced nutrition* (6 semester hours)

*Biochemistry with laboratory*

*Foods cultural, experimental, or technological*

Child growth and nutrition, community nutrition, diet therapy (required for hospital and clinic interns), principles of learning or educational psychology, statistics, food processing and preservation

If a student is interested in meeting ADA membership requirements by taking an internship (see pp 192ff), it is well to note that there are many more internships in hospitals than there are in business, colleges, or clinics, and that to qualify for a hospital internship one must take the Core plus Emphasis I plus Concentration A. Dietitians who are currently employed agree that the Core plus Emphasis I plus Concentration A includes the courses they have found most useful. One dietitian urged all students to take diet therapy whether or not they expect to work in therapeutic dietetics because dietitians are frequently asked about diet problems. Another dietitian stressed selecting electives for pure enjoyment and courses which develop one's creative ability, such as color and design and flower arrangement. A third mentioned that being able to understand and speak a foreign language is often helpful in talking with the foreign patients or employees one encounters in large city hospitals.

*Extracurricular activities* Any experience in extracurricular activities related to planning, preparing, or serving food can be helpful, particularly if the student tries to apply some of the principles she is learning, noting food preferences, planning requirements, problems of preparation. For the person who will have personnel management responsibilities in the future practically any kind of activity makes some contribution which helps one get further insight into individual differences and learn to work with people with different values, objectives, and skills.

Of course New York is a wonderful place to spend a year. I got a season ticket to the New York Philharmonic, have gone to concerts in Central Park, the Metropolitan Opera, the ballet, all the museums, the United Nations, Chinatown, the Cloisters, Coney Island, boat rides, the beach, and so on.

Note in the tables which follow that there are four types of internships: business and industry, college or university, food clinic, and hospital.\* Admission to the internship is competitive.

### PROFESSIONAL ASSOCIATIONS

People who are eligible for membership in The American Dietetic Association are dietitians or individuals with a master's or doctor's degree in foods, nutrition, food service management, education, or related fields who can meet the requirements specified by the Association. The professional philosophy of the Association is represented in its insignia.



FIG. 96 Seal of The American Dietetic Association (Reprinted with permission of the American Dietetic Association.)

The official seal of The ADA (Fig. 96) bears the Latin motto *Quam Plurimis Prodesse*, which is translated *To benefit as many as possible*. The ends of the motto ribbon are decorated with sprays of wheat, to symbolize bread, the staff of life.

The date, 1917, refers to the year of the founding of the ADA.

The shield is enclosed by a circlet of stylized acanthus leaves which represent life and growth.

Dividing the shield vertically in the center is a staff symbolic of Aesculap, the Roman god of medicine, which alludes to the relationship between the ADA and the medical fraternity.

On the left half of the shield is a balance, representing accuracy and the necessity for careful

evaluation. Supporting the balance is the caduceus or the Wand of Mercury, with its two entwined serpents, a symbol of healing, which suggests the relationship of dietetics to medicine. A cooking vessel representing the art of food preparation appears on the right half of the shield. The crest of the insignia is a cornucopia, resting on a wreath, signifying

\* Executive Board, American Dietetic Association, *Dietetic Internships Approved by the Executive Board* (Chicago: The American Dietetic Association, October, 1962).

room, nice lounges with television sets, a laundry, and small kitchens on each floor. As a resident, I became a member of the House Affairs Committee and am entitled to buy theater tickets, opera tickets, and so on, at a discount.

One of the nicest things about this year has been the wonderful group of girls in my class. There are twelve of us, eleven of whom have never or seldom been to New York before. It is so true that an internship gives you confidence in taking a job later on. We have such a variety of experiences behind us—for instance, we have managed a cafeteria serving a thousand people at one meal, we have worked out therapeutic diets on the medical and surgical floors of the hospitals, we have managed a main kitchen where 7200 meals a day are prepared, we have written menus for patients and cafeteria customers, we have purchased food for all those meals that are prepared, we have worked in the personnel offices and in the accounting offices, we have taught mothers' formula classes and fed children in the pediatrics ward, we have taught nutrition and diet therapy to student nurses, and we have managed a small 100 bed hospital food service. The intern usually spends about a month in each of the different units of the hospital. She spends the first week getting acquainted and assuming small responsibilities. These responsibilities grow until the last week when, in many cases, the intern is given complete control of the unit. The emphasis is on the supervision and administration of the unit, whether it's a therapeutic or an administrative unit. Some units we find more to our liking than others and in this way we get to see what kind of work we might like to get into when we finish the internship. In my case, I liked the Nutrition Clinic, which is an out patient clinic where patients come to be instructed for special diets, and decided that I would try my hand at public health work next year.

Affiliated with this hospital is a small psychiatric hospital of 100 beds and it gives an excellent opportunity for practice in a small hospital—so like the ones many of us will be going into next year. There is only one dietitian and she does both administrative and therapeutic work.

We work a 40 hour week, eight hours a day. The hours vary according to the unit we are in. The earliest is 6 AM to 9 PM and the latest is 4 PM to 1 AM. Sometimes we work a split shift. I would say that I averaged one weekend off in three. There is a one week vacation that usually falls about midway through the internship. Because there are so many of us, there are always some who have days off together and therefore there is always someone to go somewhere or do something with. Clothes are really a very small problem because we wear white uniforms all day and usually just wear old clothes if we loaf around in the evening.

I found that one course I wish I had taken was Fancy Foods. Most of my experience has been with meat extended items—ravioli, and so on, but when it came to fancy canapes, good cuts of meat, and such, I felt very inadequate. I have also found that a great deal of a dietitian's time is taken up with employee problems. My single course in Personnel Administration was only a drop in the bucket to what I needed to deal with all the employees I found under my supervision. I think this is especially a problem in New York City where many of the employees speak little or no English and many are supporting whole families on the small wage which they receive per day. Many days, 80-90 per cent of the time is devoted to dealing with personnel problems—both in therapeutic and administrative units.



THE AMERICAN DIETETIC ASSOCIATION, OCTOBER 1962 \*

INTERN QUOTA	POSTGRADUATE CREDIT	TOTAL AFFILIATION TIME—WEEKS	REGISTRA- TION AND/OR TUITION FEES	MAIN- TENANCE PROVIDED	CASH ALLOWED FOR MAINTENANCE PER YEAR	EDUCATIONAL STIPEND PER YEAR
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AND INDUSTRY

CONCENTRATION A OR B NECESSARY

6	None	6	None	2 meals ea working day <sup>(a)</sup>	None	\$2600 00
8	None	None	None	1 3 meals 5 da per wk 10½ mos <sup>(a)</sup>	None	3111 00
8	None	12	None	Meals when on duty (5 da wk) <sup>(a)</sup>	None	2400 00

OR UNIVERSITIES

CONCENTRATION A OR B NECESSARY

6	6 sem hr	Pending	Medical Fees Only \$80 School Year	Entire <sup>(a)</sup>	None	\$740 00 (10 mos)
8	32 qt hr	12	440 00 (plus 110 00 5th qtr) <sup>(a)</sup>	Uniforms Approx 1/3 meals	\$900 00	600 00 (plus 150 00 5th qtr)
8	11 sem hr	4 6	None	Entire <sup>(a) (a)</sup>	None	600 00 <sup>(a)</sup>
6	11 qt hr	18	62 50	Entire <sup>(a)</sup>	None	400 00 <sup>(a)</sup>
12	12 qt hr	6	225 00	Meals (when on duty) <sup>(a)</sup>	None	1200 00

# DIETETIC INTERNSHIPS APPROVED BY THE EXECUTIVE BOARD,

INTERNSHIPS (LISTED BY STATES)	LOCATION	DIETITIAN IN CHARGE	ENTRANCE DATES
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## INTERNSHIPS IN BUSINESS

CORE + EMPHASIS I +

Connecticut Aetna Life Affiliated Companies	Hartford	Mrs Erma C Burton	June
New York Eastman Kodak Company	343 State St Rochester (4)	Mrs Wintress D Murray	July
Ohio Stouffer Foods Corporation	1375 Euclid Ave Cleveland (15)	Eleanore J Miller	Oct

## INTERNSHIPS IN COLLEGES

CORE + EMPHASIS I +

California Mills College "	Oakland (13)	Mrs Helen R Demsey	Sept
Ohio The Ohio State University	1787 Neil Ave Columbus (10)	Virginia F Harger	Sept
Oklahoma Oklahoma State University	Stillwater	Mary E Leidigh	Feb - Sept
Pennsylvania Drexel Institute of Technology	32nd & Chestnut Philadelphia (4)	Alberta Hughes	Jan - Apr - Sept
Washington University of Washington	Seattle (5)	Margaret E Terrell	Jan - June- Sept

- \* Reprinted by permission
- \* Un forms provided and maintained
- \* Professional laundry
- \* Ten months
- \* Entire maintenance includes meals room

- and professional laundry
- \* \$5.00 application fee \$150.00 matriculation fee
- \* Remission of fees in graduation school
- \* Remission of fees for required classes

THE AMERICAN DIETETIC ASSOCIATION, OCTOBER 1962 (cont'd)

INTERN QUOTA	POSTGRADUATE CREDIT	TOTAL AFFILIATION TIME—WEEKS	REGISTRA- TION AND/OR TUITION FEES	MAIN- TENANCE	CASH ALLOWED FOR MAINTENANCE PER YEAR	EDUCATIONAL STIPEND PER YEAR
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FOOD CLINIC

CONCENTRATION A OR C NECESSARY

4 to 6	18 sem hr opt	16	\$25 00 reg fee or 50 00 per credit if degree candidate	(a)	None	None
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HOSPITALS

CONCENTRATION A NECESSARY

8	11 sem hr	12	Grad Fees \$610 00	Entire <sup>(a)</sup>	None	Scholarships & loans available
20	None	6	None	(a)	\$872 72	\$3472 28
12	Opt 15 sem hr	12	Approx 75 00 Fee plus 25 00 sem unit	Meals	250 00 room	1000 00
12	None	20	15 00	Entire <sup>(a)</sup>	None	1190 00
15	Opt 10 sem hr	6 18	Grad Fees 75 00 350 00	(a)	None	Grad Prog 1880 00 non grad 2258 00
12	None	8	25 00	(a)	840 00	1020 00
8	None	1	5 00 Enrollment 10 00 VNA Affiliation	Entire <sup>(a)</sup>	None	300 00

# DIETETIC INTERNSHIPS APPROVED BY THE EXECUTIVE BOARD,

INTERNSHIPS (LISTED BY STATES)	LOCATION	DIETITIAN IN CHARGE	ENTRANCE DATES
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## INTERNSHIP IN

CORE + EMPHASIS I OR II +

<i>Massachusetts</i> Frances Stern Food Clinic—The Boston Dispensary	25 Bennet St Boston (11)	Clare Forbes	July- Sept
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## INTERNSHIPS IN

CORE + EMPHASIS I +

<i>Alabama</i> Tuskegee Institute	Tuskegee Institute	Mrs Solona C. McDonald	Sept
<i>California</i> U S Veterans Administration Center	Los Angeles (25)	Mrs Marjorie N Petersen	July- Sept.
Loma Linda University School of Nutrition and Dietetics	1720 Brooklyn Ave Los Angeles (33)	Ruth Little, Ph D	Sept.
Highland Alameda County Hospital	Oakland (6)	Edith M Ferguson	Feb - Aug
University of California Hospitals	San Francisco (22)	Henrietta Henderson	July- Sept.
<i>Colorado</i> Colorado State Hospital	Pueblo	Mary Ellen Johnson Educational Director	July
<i>Connecticut</i> Grace New Haven Community Hospital	Yale—New Haven Medical Center New Haven (4)	Doris Johnson Ph D.	Sept.

\* Professional laundry

\* Entire maintenance includes meals, room, and professional laundry

\* Entire during 6-wk affiliation Herrick Hospital

THE AMERICAN DIETETIC ASSOCIATION, OCTOBER 1962 (cont'd)

INTERN QUOTA	POSTGRADUATE CREDIT	TOTAL AFFILIATION TIME—WEEKS	REGISTRA- TION AND/OR TUITION FEES	MAIN- TENANCE	CASH ALLOWED FOR MAINTENANCE PER YEAR	EDUCATIONAL STIPEND PER YEAR
10	Opt 2 9 sem hr	4	Grad Prog only Approx \$45 00 145 00 sem	Entire <sup>(a)</sup>	\$670 02 meals 330 98 or 374 40 room Uniform 56 16	\$999 00
12	None	1	None	Room	574 56 meals, 300 00 uniforms	2667 60 2nd Lt salary
12	None	4	None	Entire <sup>(a)</sup>	None	720 00
6	None	1	14 00	None	1200 00	600 00
20	None	5	None	<sup>(a)</sup>	985 00	3251 00
10	12 sem hr	6	60 00	Room <sup>(a)</sup>	None	1620 00
12	13 sem hr req	None	276 00	Entire <sup>(a)</sup>	None	None
6	30 sem hr	None	103 00 sem res 153 00 sem non res	<sup>(a)</sup>	840 00	None
12	None	5	20 00	Entire <sup>(a)</sup>	None	720 00
14	None	2	30 00	Entire <sup>(a)</sup>	None	390 00

# DIETETIC INTERNSHIPS APPROVED BY THE EXECUTIVE BOARD,

INTERNSHIPS (LISTED BY STATES)	LOCATION	DIETITIAN IN CHARGE	ENTRANCE DATES
<i>District of Columbia</i> Freedmen's Hospital	6th & Bryant, N.W. Washington (1)	Mrs. Mildred S. Bunton	Sept.
Walter Reed General Hospital	Washington (12)	Lt. Col. Ruby Z. Winslow	Sept.
<i>Illinois</i> Cook County Hospital	1825 W. Harrison St Chicago (12)	Mary Lou Longmire	Feb - Aug.
University of Chicago Hospitals and Clinics	950 East 59th St. Chicago (37)	Mrs. Vivian L. Laird	Sept.
U S Veterans Administration Hospital	Hines	Grace L. Scholz	Sept.
<i>Indiana</i> Indiana University Medical Center	Indianapolis (7)	Louise Irwin	Feb.- July- Sept.
<i>Iowa</i> State University of Iowa Hospitals	Iowa City	Margaret A. Ohlson, Ph D.	Feb.- June- Sept.
<i>Kansas</i> University of Kansas <sup>(a)</sup> Medical Center	Kansas City	Ruth Gordon	Aug.
<i>Louisiana</i> Charity Hospital of Louisiana	New Orleans	Martha L Buttross Acting Director	Feb.- Sept.
<i>Massachusetts</i> Beth Israel Hospital	Boston (15)	Ruth Sheinwald	July- Sept.

<sup>a</sup> Professional laundry

<sup>b</sup> Entire maintenance includes meals, room, and professional laundry.

<sup>c</sup> 18 mos program—Master's Degree—Opportunity for Specialization

THE AMERICAN DIETETIC ASSOCIATION, OCTOBER 1962 (cont'd)

INTERN QUOTA	POSTGRADUATE CREDIT	TOTAL AFFILIATION TIME—WEEKS	REGISTRA- TION AND/OR TUITION FEES	MAIN- TENANCE	CASH ALLOWED FOR MAINTENANCE PER YEAR	EDUCATIONAL STIPEND PER YEAR
25	None	1	\$10 00 reg 25 00 en- rollment	Entire <sup>(a)</sup>	None	\$390 00
12	None	6	35 00	Entire <sup>(a)</sup>	None	390 00
18	None	5	None	None	\$1560 00	None
16	None	2	None	Entire <sup>(a)</sup> & uniforms	None	720 00
16	None	8	10 00	Entire <sup>(a)</sup>	None	720 00
18	None	8	None	Entire <sup>(a)</sup>	None	300 00
18	None	None	10 00	Entire <sup>(a)</sup>	None	360 00
8	None	16	None	Entire <sup>(a)</sup>	None	900 00
18	None	5	10 00	Entire <sup>(a)</sup>	None	600 00
12	15 sem hr	None	10 00	Entire <sup>(a)</sup>	None	540 00
18	None	8	None	<sup>(a)</sup>	766 00	3470 00
18	None	None	40 00	Room <sup>(a)</sup>	720 00 meals	None
12	<sup>(10)</sup>	None	None	Entire <sup>(a)</sup>	None	600 00

## DIETETIC INTERNSHIPS APPROVED BY THE EXECUTIVE BOARD,

INTERNSHIPS (LISTED BY STATES)	LOCATION	DIETITIAN IN CHARGE	ENTRANCE DATES
Massachusetts General Hospital	Boston (14)	Louise Hatch	July-Sept
Peter Bent Brigham Hospital	Boston (15)	E Jane Deckert	Sept
<i>Michigan</i> University of Michigan Medical Center	Ann Arbor	Grace L Stumpf	Sept
The Harper Hospital	Detroit (1)	Margaret M O'Connell	Feb July
Henry Ford Hospital	Detroit (2)	Margaret King	Feb - Sept
<i>Minnesota</i> University of Minnesota Hospitals	Minneapolis (14)	Mrs Angelne Felknor	Feb - July- Sept
St Mary's Hospital	Rochester	Sister Mary Victor	July- Sept
Ancker Hospital	St Paul (1)	Mrs Eleanor F McCarthy	July Sept
<i>Missouri</i> Burnes Hospital	St Louis (10)	Mrs Doris Cook	Feb - Sept
St Louis University Hospitals	6420 Clayton St Louis (17)	Sister Mary Carola	Sept
<i>New York</i> U S Veterans Administration Hospital	130 W Kingsbridge Rd , Bronx (68)	Marie C Wojta	July Sept
The New York Hospital	525 East 68th St New York (21)	Louise Stephenson	Feb - Aug
St Luke's Hospital	421 W 113th St New York (25)	E Allene Mosso	July

\* Professional laundry

\* Ent re maintenance includes meals room, and professional laundry

10 Graduate program possible—write for details—allowance for University tuition



THE AMERICAN DIETETIC ASSOCIATION, OCTOBER 1962. (cont'd)

INTERIN QUOTA	POSTGRADUATE CREDIT	TOTAL AFFILIATION TIME--WEEKS	REGISTRA- TION AND/OR TUITION FEES	MAIN- TENANCE PROVIDED	CASH ALLOWED FOR MAINTENANCE PER YEAR	EDUCATIONAL STIPEND PER YEAR
12	None	6	None	Room <sup>(2)</sup>	\$574 56 Meals 250 00 uniforms	\$2667 00 Ensign salary
10	None	6	\$5 00	Entire <sup>(2)</sup>	None	1000 00
14	None	None	10 00	Entire <sup>(2)</sup>	None	300 00
14	None	12	20 00	Entire <sup>(2)</sup>	None	600 00
18	None	4	20 00	Entire <sup>(2)</sup>	None	480 00
12	None	4	20 00	Entire <sup>(2)</sup>	None	600 00
14	9 sem hr	None	35 00	None	1200 00	600 00 or 2100 00 <sup>(2)</sup>
10	None	4	10 00	(2)	1035 00	240 00
8	5 sem hr	10	35 00	Entire <sup>(2)</sup>	None	1200 00
9	None	6	None	Entire <sup>(2)</sup>	None	900 00

# DIETETIC INTERNSHIPS APPROVED BY THE EXECUTIVE BOARD

INTERNSHIPS (LISTED BY STATES)	LOCATION	DIETITIAN IN CHARGE	ENTRANCE DATES
U S Public Health Service Hospital <sup>22</sup>	Staten Island (4)	Letitia W Warnock	July Sept
Grasslands Hospital	Valhalla	Elaine Lorson	July Aug
North Carolina Duke University Medical Center	Durham	Esther Rathliff	Sept
Ohio Cincinnati General Hospital	Cincinnati (29)	Helen E Volk	July Sept
Good Samaritan Hospital	Cincinnati (20)	Sister Jeannette Marie	Feb July Sept
St Luke's Hospital	Cleveland (4)	Isaphine Braley	Feb July Sept
University Hospitals of Cleveland	Cleveland (6)	Pauline E Hart	July Sept
Miami Valley Hospital	Dayton (9)	Ethel A Downey	Sept
Oklahoma University of Oklahoma Medical Center	Oklahoma City (4)	Mrs Mary C Zahasky	Sept
Oregon University of Oregon Medical School Hospitals and Clinics	Portland (1)	Ruth L Mercer	July

<sup>20</sup> Professional laundry

<sup>21</sup> Entire maintenance includes meals room and professional laundry

<sup>22</sup> Applied Chief Dietetic Branch D v Hosp USPHS Washington 25 DC

<sup>23</sup> If participating in special educational subsidy program

THE AMERICAN DIETETIC ASSOCIATION, OCTOBER 1962. (cont'd)

INTERN QUOTA	POSTGRADUATE CREDIT	TOTAL AFFILIATION TIME—WEEKS	REGISTRA- TION AND/OR TUITION FEES	MAIN- TENANCE	CASH ALLOWED FOR MAINTENANCE PER YEAR	EDUCATIONAL STIPEND PER YEAR
6	None	5	\$35.00 <sup>(1)</sup>	Entire <sup>(a)</sup>	None	\$480.00
12	None	4	10.00	Entire <sup>(a)</sup>	None	300.00
6	None	None	None	Entire <sup>(a)</sup>	None	600.00
16	None	1	None	Room	\$574.56 meals 300.00 uniforms	2667.60 2nd Lt. salary
16	None	6	None	<sup>(a)</sup>	874.38	3364.14
6	None	5-6	10.00	None	480.00 meals	360.00
12	None	None	30.00	Entire <sup>(a)</sup>	None	480.00
13	None	4	50.00	Entire <sup>(a)</sup>	None	1100.00
6	Opt. 3-5 sem. hr.	4	20.00 plus grad. fees	None	960.00	1200.00
12	None	5	None	None	299.00 room <sup>(a)</sup>	1327.00 Includes cash allowed for meals
6	None	7	None	<sup>(a)</sup>	25.00 uniforms	1500.00

# DIETETIC INTERNSHIPS APPROVED BY THE EXECUTIVE BOARD,

INTERNSHIPS (LISTED BY STATES)	LOCATION	DIETITIAN IN CHARGE	ENTRANCE DATES
<i>Pennsylvania</i> Shadyside Hospital	Pittsburgh (32)	Irene L. Willson	July Sept
<i>Tennessee</i> Vanderbilt University Hospital	Nashville	Mrs. Aileen S. Graves	July Sept
<i>Texas</i> Baylor University Medical Center	Dallas (10)	Mary Ellen Dambold	Sept
Brooke General Hospital	Fort Sam Houston, San Antonio	Lt. Col. Martha E. Moseman	Mar - Sept
U S Veterans Administration Hospital	Houston (31)	Mrs. Isabel F. Hamilton	Sept
<i>Utah</i> Latter day Saints Hospital	Salt Lake City (3)	Sybil Christensen	Aug
<i>Virginia</i> Medical College of Virginia	Richmond	Kathryn W. Heitshu	Sept
<i>Washington</i> Seattle Internship for Hospital Dietitians <sup>1</sup>	King County Hospital System, Seattle (4)	Elsie L. Bakken	July Sept
<i>Wisconsin</i> University Hospitals University of Wisconsin	Madison (6)	Ruth S. Dickie	July
Milwaukee County Institutions	Milwaukee (13)	Mary K. Waits	Feb - July
<i>Puerto Rico</i> University of Puerto Rico	Box 2047 University Station Rio Piedras	Mrs. Helen K. Draper	Sept

<sup>1</sup> Professional laundry

<sup>2</sup> Entire maintenance includes meals room and professional laundry

<sup>3</sup> Includes membership and credentials service A.D.A.

<sup>4</sup> King County Hospital Swedish Hospital Children's Orthopedic Hospital

# Retailing

## EMPLOYING ORGANIZATION

Retailing is the process of obtaining merchandise from a variety of sources and selling it to ultimate consumers. It is an important business activity. The people engaged in farming excluded, approximately one-sixth of the entire labor force in the United States in 1954 was engaged in some aspect of retailing. Excluding farms as a type of business enterprise, there are more retail stores than any other single type of business establishment<sup>1</sup>.

Although home economics graduates may be involved in retailing anything from kitchenware to Oriental rugs, the students who have specialized in textiles and clothing are primarily interested in the merchandising of fabrics or of women's ready-to wear (a retailing term for dresses, coats, and suits), and it is they who enter retailing most frequently.

**Objectives** Retailing is obviously a profit making enterprise, but stores differ in the way in which they try to serve their customers in order to make a profit. There are stores which attract customers by giving them the most for their money or the best value for their money (these are called "promotional" stores), and there are stores which also provide the customer with a number of services, such as delivery of her purchases to her home, the privilege of charging her purchases, gift wrapping, and the like (these are called "service" stores). Stores are also differentiated by the style and price of clothes they carry. "High fashion" stores carry expensive, style setting clothes. "Volume market" stores follow the lead of the high fashion stores in style changes and charge lower prices, expecting to make their profits by selling a greater "volume" (number of garments).

**Sources of financial support** Retail stores may have one or more owners and their financial support is provided by the capital these owners

<sup>1</sup> Paul D. Converse, et al., *Elements of Marketing*, 6th ed. (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1958), p. 278.

the abundance of food. All of these symbols serve to portray the significance of the profession of dietetics<sup>1</sup>

### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

*The Journal of The American Dietetic Association* Chicago The Association This is the official publication of the Association

Other publications relevant to quantity food production include

*Catering Industry Employee* Cincinnati Catering Industry Employee Publisher

*Cooking for Profit* Madison Wis Gas Magazines Inc

*Institutions Magazine* Chicago Domestic Engineering Company

*Restaurant Management* New York Ahrens Publishing Co

*School Lunch Journal* Denver American School Food Service Association

*Volume Feeding Management* New York Conover Mast Publications, Inc

For dietitians whose interests center in nutrition two other publications are helpful

*American Journal of Clinical Nutrition* New York The American Journal of Medicine Inc

*Nutrition Reviews* New York Nutrition Foundation

For dietitians whose interests lie in the foods research field

*Foods Research* Chicago Institute of Food Technologists

*Cereal Chemistry* Lancaster Pa American Association of Cereal Chemists

In the public health field

*American Journal of Public Health and the Nation's Health* New York American Public Health Association

*Public Health Reports* Washington D C Superintendent of Documents USGPO

<sup>1</sup>The American Dietetic Association *About the American Dietetic Association* (Chicago The American Dietetic Association September 1960), pp 19-20

Some of the basic areas of store policy have to do with the quality of the merchandise carried and the number of price lines, whether or not the store will try to consistently undersell competitive stores, mark-down policies, the kind of promotional practices it favors—how much will it advertise and in what media, the kind of services it will offer to customers, and its policies for handling promotions of store personnel

### MAJOR FUNCTION

*Merchandise* would be a better term to describe all of the functions performed by a buyer since she not only buys the merchandise to be sold but is also responsible for receiving it, pricing it, promoting its sale, selling it, and handling complaints about it. However, since having the right merchandise, at the right price, at the right time is the formula for success in this position, the buying operation may be considered to be the major function.

*People served* The people served are divided into income-level and age groups. There are stores catering to people of high income, average-income, and low-income levels, there are stores which carry clothes in styles appropriate for young people, adults, and older women, and some stores which try to serve a wide range of income levels and age groups.

*Getting to know the needs of individuals served* The buyer forecasts the needs of his customers by studying what they have purchased in the past. He keeps extensive and accurate records of styles, colors, sizes, and prices of merchandise which they have bought. The store's copy of the customer's bill, or the other half of the price tag which the salesperson keeps, is the origin of these records. Figure 10.2 is a replica of a dress sales tag.

91	L5	722	Size 9	96 12 96
77	161	BE		

FIG. 10.2 Typical sales tag

The '91' refers to the description of the article by type and fiber content. In this case '91' means a short, satin cocktail gown, 'L5' is the date the merchandise was received in the store (December 5), '77' is the number of the department in which the dress was

sold, '161' is the number the store has assigned to this particular manufacturer (sometimes called a vendor), 'BE' is the color (blue), '722' is cost plus shipping charge.

Past records are not a complete guide because they do not tell the buyer what she might have sold if she had had it in stock. Also, since color, style, and fabric change each year, the buyer never knows exactly how her customers will respond to the coming season's clothing.

*Determining a satisfactory plan for meeting these needs* Before

have invested Stores may borrow money to carry on their operations, but their primary source of income is from sales of merchandise

### PLACE IN ORGANIZATION STRUCTURE

See Fig 10 1 for the typical organization of a department store In a large organization the departments are grouped into divisions of related merchandise such as ready to wear, men's and boys' wear, home furnishings, and so on The buyer's immediate supervisor is a divisional merchandise manager, and the divisional merchandise managers report to the general merchandise manager

Buyers are line personnel in the store

### POLICIES AND STANDARDS

The policies and standards of a retail store are determined by the owners and by the top management Policies are storewide, hence, the individual buyer does not have a great deal of influence on them A buyer normally seeks to work for a store with whose policies she is compatible rather than expecting the store to change its policies to correspond with her preferences

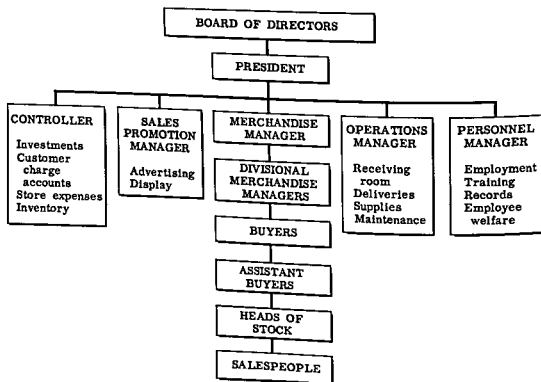


FIG 10 1 Retail department store organization



women's department has kept a record of all the dresses sold during May and June of last year. The buyer studies these accounts concerning which dresses sold better—the prints, crepes, or cottons, which sizes and which brand names sold the fastest, and which price range was most popular for that coming season. Each department has a basic item called the “ace” item which is the most constantly outstanding article in the department, and on the basis of the sales of that item the department keeps a good assortment of sizes and colors in the basic items always carried by the department.<sup>2</sup>

Another buyer said

I go to New York City every three weeks. Before going I look over my past records and look ahead to the future. Is there a holiday season coming up? Is the weather unseasonal? I also check a distribution chart which shows the number of items sold for various prices during the past year and the past few months. In this way, I can approximate the amount to be invested in garments of various prices. With these things in mind I make up my buying plan, indicating what I intend to spend for replenishing basics, and building what promises to be a good new line. Before going to New York, I have an appointment with the merchandise manager. We discuss the amount of stock we would like to have in my department. Then we subtract the amount of stock we already have and thus determine how much money I will actually work with.

Still another buyer said

The dresses sold in my department are cotton, mostly of the low price, high volume market. I have a budget of \$15,000 a month for purchasing. My department's total sales of daytime dresses alone is approximately \$180,000 per year. Though the purchasing is planned three months ahead, purchases vary each month. The ratio for sizes 10, 12, 14, 16, 18, and 20 is 1, 2, 3, 3, 1, 1.

According to another buyer

The only time that style greatly influences buying and changes the way a buyer plans is when a unique silhouette comes on the market as the chemise did in 1960. Fabric exerts unusual pressure demanding immediate attention from the buyer when a completely new material appears, as nylon did in 1951. The colors that are going to be most popular can be determined on the first order the buyer makes of six to nine pieces. If it appears that blues, pinks, aquas, and then lilacs are to be popular colors for the season, the buyer orders three blues and two each of the other colors. In the first week, two of the three blues are sold, none of the pinks, both of the aquas, and one of the lilacs. A reorder is sent in on the basis of this sampling for twelve blues, eight aquas and six lilacs. Eight of the twelve blues are sold the next week, two of the aquas and all six lilacs. When the buyer sees that lilac is the best seller, with blue and aqua following in that order, he may

<sup>2</sup> Unless otherwise noted, the indented comments in this chapter are paraphrased statements obtained from buyers who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, N.Y.

ordering any merchandise the buyer makes out a tentative purchase plan—usually covering a six month period (fall and winter spring and summer) She does her buying for spring between September and November and her buying for fall and winter between April and June In addition to her six month plan the buyer makes plans for shorter periods when she goes to market—that is when she goes to place her orders

The first consideration in making this plan is the amount of money she will have to spend The buyer is allotted a definite amount of money for her department by the merchandise manager The size of the budget depends upon what the department needs as a minimum in order to have adequate stock and on the profit it made the past year in comparison with other departments Those departments which showed an increase in sales and profits are considered to be better investments for the store, and consequently they get larger budgets

In making her plan the buyer deals with some factors which are fairly constant She starts with certain basic items which the department always carries in this way the store is never out of the things people regularly come in to buy The number of items which she will sell in a given size is fairly constant and the number of items in each price range is reasonably stable Style color and fabric preferences are harder to predict A buyer must possess the ability to recognize the degree of change in style which her customers will accept as well as which colors and fabrics will appeal to them The type of community and the geographic location must be considered—for example in a well to do suburban residential area the shoppers want simple well cut dresses in good quality fabrics and will not buy fancy dresses in cheaper fabrics shoppers in California buy many more summer sport styles and brighter colors than do shoppers in Maine However if the store in Maine is located in a city where many of the people go South during the winter months the buyer will plan to carry cottons during the resort season as well as in the summer months

A final factor the buyer takes into consideration is the stock she has on hand She determines this by consulting her perpetual inventory—a series of stock record sheets frequently filed by vendor on which the assistant buyer records merchandise received from that manufacturer Entries are itemized by color size style and price of garment The duplicate sales slip or other half of the price tag which the sales person keeps when a garment is sold is used to deduct that item from the record of on hand stock From these paper inventory records the buyer can tell just what merchandise she has on hand in the department at any time

One buyer explained

Planning purchases in the store starts with a unit breakdown of the selling classifications for last years identical periods For instance the

ried by the large stores in their high-priced clothing this year will be featured next season in the lower-priced dresses. Therefore, a buyer for the volume market can be guided by what is happening this year in the high-fashion market. A fourth aid is joining a resident buying office. A group of stores located in different cities may form an association and support an office in the cities where most of the clothing manufacturers are located. The personnel in that office are able to make visits to manufacturers—daily, if necessary—in order to keep in touch with style and color trends particularly. They then relay this information to member stores through bulletins. The office personnel are available to talk with a buyer or to accompany her to the manufacturer when she is in the market. These offices may also pool orders from the member stores in order to take advantage of the discount manufacturers give to large orders. Buyers also read the current fashion magazines which are available to the general public and trade journals (magazines and newspapers which are published for retailing personnel). Finally, the most valuable aid the buyer has in making decisions in the fashion field is her own experience. With experience comes the confidence which enables a buyer to have faith in her own judgment and not to be swayed by the less scrupulous manufacturer who wants to dispose of his products. With experience, the buyer also learns not to be influenced unduly by her personal tastes but to select for the many different types of customers her store serves.

Styles change yearly, and it is this feeling of having good judgment in obtaining what her customers will desire that brings the most satisfaction to a good buyer. To her, buying is creative and offers a feeling of accomplishment.

Below are some of the comments buyers made about their procedures in the market.

*It is important not to become too friendly with certain manufacturers since each one has good and bad seasons as far as his line is concerned and it is better not to feel obligated to buy from a particular manufacturer. I never show dislike of any garment that is shown me. I will merely tell the manufacturer that I do not feel I can use that particular garment at this time.*

From experience a buyer learns which manufacturers are best for her store. She "sifts them down" until she finds the best value, best fit and most cooperation. At the beginning of the season when manufacturers are showing their new lines all the styles are modeled. But as the season progresses almost all the styles are displayed on hangers. I prefer to see a dress on a hanger, for this is how the customer sees it. It must look as appealing on the hanger as it does on the model. I prefer to wait a few weeks after the first showing to go to the manufacturer. The dresses he is displaying then are almost certain to be the ones he will manufacture.

order the rest of his merchandise predominantly in lilacs and blues. The buyer never spends all of his budget in the first trip to market because of this sampling procedure.

*Executing the plan* The frequency of buying trips depends on the rate of turnover of merchandise and the closeness of the buyer to the market. The location of the store in relation to New York is probably the greatest factor involved. Stores in the city are buying every day, whereas buyers in the Midwest might make only three or four trips a year.

*Market* is a collective term for manufacturers. Manufacturers, like the stores, are described by the price of the merchandise they produce—that is, as 'high fashion market' or "volume market." When a buyer "goes to market" she visits the centers of the garment making industry such as New York City, Chicago, or Los Angeles. The manufacturers have showrooms where they display a sample of each of the dresses their designers have created for the coming season. This is the manufacturer's 'line.' The high fashion manufacturers use young women to model their line. Others just show racks of clothes on hangers. There may be as many as fifty sample dresses displayed, and as buyers visit the showroom, they indicate the styles they like best and the number they will order. *On the basis of the buyer's orders* the manufacturer determines what dresses he will actually produce for that season. Thus of fifty sample styles, the manufacturer may put into production only fifteen. Since the manufacturer has to produce the dresses after the buyers order, there is a considerable time lag between the time the dresses are ordered and the time they can be delivered to the store, and this is the reason buying and manufacturing of apparel is always done a season in advance.

So called "markets" are also held in cities other than those in which the manufacturers are located. In this case the manufacturers in a given geographical area show their lines in a hotel in a large city.

Although the buyer made a plan for her purchases, she alters it when she actually gets to the market and sees what is available. There is no foolproof way to know what to buy. There are several ways to safeguard one's decisions as much as possible, however. One way is to deal only with reputable manufacturers. The reputable manufacturer aids the buyer by showing her the most appropriate numbers for her type of store and by giving advice on current fashions. He, after all, is in a position to know what other buyers have ordered from him. Another method is to buy brand name merchandise. Manufacturers who sell their dresses or sports wear under a given brand name spend large sums of money for national advertising. Their reputation is at stake also; they want the buyer to be able to sell the items she orders from them and consequently they want to give her the best sales aids they can. Some buyers lean heavily on information as to what the big stores in large cities are buying. They get this information from manufacturers. In the fashion field, items car-

is checked to see if buttons and belts are missing. Tickets are attached as the stock clerks make sure sizes and prices are correct. If a garment is received which is imperfect in some respect, it must be returned to the manufacturer and a letter must be written explaining the situation. A notation must be made on the invoice, and before the bill is paid the buyer waits to receive the manufacturer's credit slip deducting the price of that item from the invoice. All of this constitutes some of the paper work involved in retailing.

One of the problems in retailing is merchandise that doesn't arrive on time or that arrives unexpectedly early when there isn't a place to put it in stock.

*Pricing merchandise for sale* The price the buyer pays for the merchandise is called his "cost price", the price at which it retails is his "selling price", and the difference between the two is his "markup". Markup is described as a percentage of the selling price. It varies with different kinds of merchandise: the markup on furniture, for instance, is different from that on ready to wear. The percentage by which merchandise is marked up varies with the store's objective. Service stores add a larger percentage than promotional stores do.

The dollar difference between cost price and selling price is supposed to give the store owners a profit and to cover the expenses of maintaining the store: rent or taxes, utilities, salaries of service employees and management, cost of supplies used in keeping the building clean, repairs and painting, costs of furnishing and decorating the store, Social Security deductions paid by the employer and other benefit plans for employees, the cost of maintaining certain services (*i.e.*, charge accounts, gift wrapping, delivery) and all other expenses connected with operating the store. These expenses, which are incurred by the store as a whole, are called "overhead" and are charged to the various departments on a pro rata basis, usually, according to the amount of floor space occupied by the department. Other direct expenses such as salaries of the buyer and salespeople in that department, advertising space used by the department, costs of window displays, and costs incidental to displays set up within the department, are also part of the markup percentage. Because of her concern with offsetting the costs allotted to her department by the department's sales, the buyer must have some understanding of accounting principles.

Several buyers commented on pricing policies:

Merchandise is priced for sale on a standard markup system for all stores in our chain. Ours is basically a quantity store with low overhead and few customer services. An item which costs \$3.75 wholesale is usually priced at \$5.99 and a \$6.99 item at \$10.75.

My store specializes in better women's and girls' clothing. The markup for all merchandise in the store is 41 per cent. Most of the nationally ad-

I buy from just a few manufacturers because in that way my store is important to them and they are important to the store. Because of this, the manufacturers are more cooperative about advertising allowances, better money terms, and special favors.

The New York City manufacturers with whom I deal primarily and whom I trust I call my key resources. I go to their showrooms first, which gives me an opportunity to analyze the styles, to compare my own plans with information I get there and to examine the new clothes. I ask their opinions on what is selling well. I have discovered that the more I buy from a company the better service they will give me. My aim is to get the best garments of each line and still get the best service and prices from them. Delivery on the items I order varies from one or two weeks to three months.

If I hear a prediction about a new shape or color, I must decide how much confidence I am going to place in it. I have two choices: either I can buy it in depth because I am sure it will be popular, or I can experiment with a small amount of it. While the latter might sound like the best way, I may end up losing money if there is a great demand for the product and I do not have it on hand. Thus, the buyer must really know her business and be ready to take chances.

Often I will experiment with a new style by buying perhaps four items. If these go rapidly, I will immediately reorder more. The amount I buy of one item definitely depends on the item itself—I may buy 120 items in a popular skirt style in order to get all sizes and colors whereas I may buy only eight coats of a certain style.

Units in which a buyer orders an item may be dictated by the manufacturer's selling policy. For example, a manufacturer may not ship less than six items of a given style and he may ship only in a specified size ratio, for example, for a minimum order of a dozen skirts of a given style he may pack them as follows:

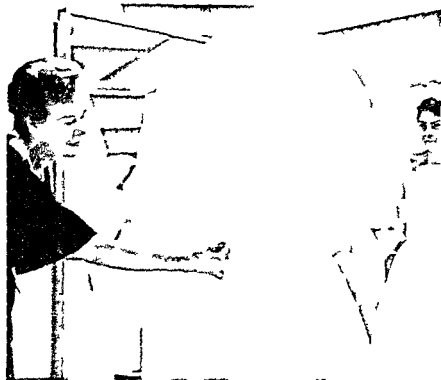
2 size 8    3 size 10    3 size 12    2 size 14    2 size 16

Going to market is often thought of as a glamorous aspect of retailing, however, the buyer is usually pressed for time and she is aware of her responsibility to make wise selections. Manufacturers' salesmen stop in the store to show numbers in the line to buyers. Many buyers are a bit hesitant to take much merchandise of a competitive nature from such salesmen since the salesmen normally contact all of the women's ready-to-wear stores in the city and try to sell the same things to the store's competitors. However, some buyers do not feel this way.

#### OTHER FUNCTIONS

*Receiving merchandise ordered* When the merchandise ordered arrives at the store a month or so later, it is unpacked and checked against the manufacturer's invoice to be sure that all of the merchandise for which the buyer was billed has been received. With ready-to-wear, dresses have to be pressed before they can be put into stock. Clothing

A bridal buyer and her sales staff assist a young bride in the selection of her gown and accessories  
(Photograph courtesy of Neiman Marcus)



did not sell at its original price. This may not have been a matter of the buyer's poor judgment, weather and fashion changes are the two factors which have the most influence on whether or not markdowns will have to be taken in ready to wear. Stores have different policies about markdowns.

Markdowns play a large part in a balanced stock. I consider them a necessary evil. However, they are not used as the unfortunate end some thing comes to, but as an end-of-season grouping at one price range to clear the merchandise while it is still wanted. The early small mark down is the cheapest in the long run.

My store generally prefers a 90 day "turnover" period but I prefer a 60-day period. I believe the first markdown should be the greatest one. This practice results in the highest final sales figure for it is at this time when that particular type of merchandise is in demand, that the consumer is most likely to buy it. In ready to wear merchandise markdown is usually figured at 12 per cent in volume price ranges and 8 per cent for medium priced merchandise.

The first markdown on an item is priced to sell it. If a sweater were bought at \$6.75 and priced at \$10.98, the first markdown would cut the price to about \$6.90 so that just the cost and the shipping charges would be covered. The second markdown is always below cost. If merchandise will not sell at any price it is given to the Salvation Army.

In my store the first markdown is 20 per cent of the original selling price, a second markdown is 30 per cent and a real dog (item that won't sell) gets reduced 50 per cent. When a certain style just will not sell, the garments are sold to a lower price store, but very little money is received for these items.

**Promoting sales** In order to avoid having to take markdowns on her merchandise, a buyer makes every effort to sell it at its original price.

vertised merchandise is delivered with the price already marked. This is a standard price used all over the country.

*Selling.* In retailing, the buyer, the salespeople, and the merchandise manager are always trying to beat last year's sales figures for the same period. They compare this year's figures with last year's figures every day, every week, every month, every season! Sometimes the store will set a goal at the beginning of the year—*i.e.*, a 5 per cent increase or a 10 per cent increase.

Most buyers spend some time "on the floor" doing actual selling themselves. They feel that personal contact with customers is essential to learn what their reactions are to the merchandise, and to hear what dissatisfaction they have with the offerings so that they can buy more effectively. Some buyers prefer to work in a relatively small community where it is possible to get more accurate information about customers' likes and dislikes and, therefore, easier to plan purchasing for them.

A good buyer usually likes to sell. As one of them remarked: "Half the fun of buying is having something you have chosen sell. The faster the item sells, the more exhilarating it is, especially if you took a chance on it."

*Keeping a balanced stock.* Having a balanced stock means maintaining throughout a season an adequate number of sizes and colors of the different styles which turn out to be most in demand. In balancing the stock, the buyer uses reorders and markdowns.

*Reorders.* The buyer does not spend all of her money at one time; she keeps some on hand for making purchases as the season progresses. One buyer referred to it as her "open-to-buy account," another called it her "fluctuating money." With this money on hand, the buyer can reorder merchandise that is selling well. She can reorder by writing or telephoning the manufacturer, or by asking her resident buying office to place the order for her. The size of the reorder depends on the amount sold and the extent to which the coming months are anticipated as good or poor for sales of that item. Weather greatly influences what will sell, and weather is notably unpredictable. In the fall, for example, if the weather turns cold, a great many jersey knits may sell; if it is warm, practically none will move.

*Markdowns.* Since clothing is sold in accordance with the seasons, ready-to-wear departments aim to dispose of all stock which is definitely identified with one of the seasons within a three-month period. The time required to dispose of an article from its entry into the store until it is sold is called the "turnover" period. A constant flow of new merchandise distinguishes a department, it brings customers in regularly to see what is new that they might like. Having money with which to buy new stock depends on having sold that merchandise which was purchased previously. The markdown system is designed to get rid of merchandise that



the script for radio and television commercials and for seeing that the garments are modeled if the television ad is of that nature

When merchandise has been advertised for the department, the advertisement as it appeared in the paper—is usually posted in the department so that customers may refer to it when they come to the store. The buyer discusses the ad at a meeting of salespeople so that they are aware of the items which have been advertised and can identify what customers request in response to it.

*Display* The frequency with which a given department may have a window display is also a matter of store policy. Some buyers like to have a window display at the same time they have newspaper or other advertising so that they can make references to the windows. The buyer seldom has responsibility for the actual preparation of the window, but she does choose the merchandise which will be used in the window, and she often suggests the theme idea for the window.

Displays within the department are important too since they help to create in the customer the desire to have something she did not have before she entered the department. In ready to wear, the displays are the featured manikins dressed in some article from the department. Some buyers like to dress the manikins to be sure the garments are displayed to their best advantage. The items on display influence the appearance of the department, the popularity of a new color line and the styles which sell; hence, they must be chosen carefully.

Floor display is half the job of selling. I usually pick a color theme for dressing my manikins and setting up counter displays in the same color. I have found that sometimes a dress which does not look attractive on a hanger will be presented to a better advantage on a manikin. This was true of a little dance dress I had in my selection. It had been out on the racks for nearly a month and still had gotten no response. I finally pressed one and put it on one of the manikins on the floor. Within one day that dress and two others like it were sold.

I work for a store that does not use much advertising because of the large amount of regular traffic through the store. Most of its promotion is done in the form of sales which are widely advertised in two newspapers. There are two storewide sales per year where the most wanted items are offered at a special price. There are two fashion events which establish prestige for the department. There is a special sale each of four seasons of the year, and there are special clearances at the end of each season.

*Supervising salespeople* In large department stores the salespeople and stockroom clerks are hired through the personnel office. However, this office may refer applicants to the buyer who then notifies the office whether or not she is willing to have this applicant in her department.

The buyer educates her salespeople. New merchandise comes into the store frequently, hence, she often meets with the salespeople in the morn-

through creating a desire for it by advertising window displays, and displays within the department itself

**Advertising** Most stores have an advertising plan in which the ads for each department are scheduled over a two or three month period. Stores differ in their policy of giving different departments an opportunity to advertise. This may be a matter of permitting the department to spend the same amount of money it did the previous year for advertising to spend on advertising a percentage of the sales made last year, or—if a large ad is being prepared for the entire store—a given department may be told it can have a certain number of inches of space within the total ad. One buyer indicated that when deciding what and when to advertise within her department she consults her sales figures for the previous year, notes the weeks in which sales were heaviest and plans the bulk of her advertising for the corresponding weeks of the current year. Another buyer who handles a good bit of brand name merchandise tries to time her local ads for a given brand item to national ads for the same item which will appear in magazines. She is able to do this because one service a reputable manufacturer renders buyers who carry his merchandise is to send them months in advance a list of the ads he plans to run, the name of the magazines in which they will appear, and the month in which they will appear. It is good merchandising if the customer sees something she wants advertised by the manufacturer in *Harper's Bazaar*, *Good Housekeeping* or *Mademoiselle*, and upon picking up the local paper finds her local department store has it in stock.

High priced merchandise is advertised early in the season. People who can afford expensive merchandise tend to buy then. They are the customers who have new things before anyone else in the community has them.

In addition to deciding when to advertise, the buyer decides what particular merchandise to advertise. How advertising is handled depends upon whether or not the store has an advertising department. If it does have one, specialists in copywriting write up the description of the merchandise and specialists in layout plan the actual appearance of the ad. The buyer furnishes a rough description of the article to the copy writer, but she sends the actual merchandise to the sketcher who will make a drawing of it for the ad.

If the store does not have an advertising department, the buyer writes the final draft of the copy herself and sends it to the newspaper advertising department. If the ad is for coats, and the store wants a picture of a coat to accompany the copy, the newspaper has a file of coat pictures called a "mat service" from which they will select one which seems to be reasonably appropriate. In this case, it would not be a picture of any of the actual coats in the store.

Some retail advertising is done by radio, television, and direct mail as well as by newspaper. The buyer may be responsible for preparing

merchandise not being considered by a customer be returned to the stock-room

*Taking physical inventory* In January, after the Christmas season, the amount of stock in the store is at its lowest point, and this is a store-wide inventory time. Each item of merchandise is tabulated by reading off its stock number and description from the stock ticket on the article itself. Every article in the store is described and all articles of the same description are counted. Thus the management of the store knows exactly what merchandise is in stock at that time. A physical inventory is also a check on the buyer's perpetual inventory. The two should agree, and if they do not the buyer must be able to account for the differences.

In the ready-to-wear department, physical inventories usually are taken every three months at the markdown period near the end of each season. During the process of taking physical inventory, the buyer decides which items still on hand will be marked down. Staple items which are in good condition are not marked down, but are continued through the next season.

*Doing comparison shopping* Buyers periodically visit their competitors' stores to see what merchandise they are carrying and to note its prices. They also note competitors' advertising to see to what extent their prices differ. Some stores have a policy of always lowering their own prices to equal those a competitor charges for the identical merchandise.

*Adjusting customer complaints* When merchandise is returned to the store by the customer, the buyer frequently wants to be consulted before the return is accepted. If the garment did not meet the claims made for it in terms of color fastness or some other quality, the buyer may return it to the manufacturer. Returns may influence the buyer's future orders of merchandise from a particular manufacturer.

The action the buyer takes in response to a customer's complaint is determined by a storewide policy. In some stores "the customer is always right" and a cash refund is given. In some stores a credit slip which may be used for the purchase of other merchandise is all the store will give. One buyer says

I have more freedom to make a decision than some buyers. Unjustified complaints are sent to me and I try to evaluate them. If they are valid, of course, I straighten them out. Most of them are not valid, in which case I must decide if the customer's good will is needed by the store. For instance a five dollar loss is not worth a closed charge account.

#### TYPICAL DAY

Every day brings the routine duties of greeting the saleswomen each morning, directing the stock boy, sorting merchandise, marking goods, cleaning up or preparing for a sale, filling out orders and checking in-

ing before the store opens to acquaint them with the new merchandise, telling them why she bought it and what its special features are. She tries to help her salespeople be well informed so that they can sell more intelligently.

The buyer assigns tasks other than selling to her employees. When there are not many customers to be taken care of, some of the clerks are removed from the sales floor to mark garments in the receiving room, to get ready for or clean up after a sale, or to return dresses from the fitting rooms to the racks. One buyer said

One of the most important aspects of my job is my relationship with the salespeople in my department. I feel it must be a close relationship with mutual respect. The buyer must be fair and honest and not play favorites. One of the most important aspects of working with sales personnel is having them tell me what they think will sell. This helps me choose merchandise and promotes cooperation between the salespeople and me.

The buyer tries to get to know her salespeople and see enough of them to judge their alertness and interest in the department because it is from them usually that she selects heads of stock or assistants. A good salesclerk learns how the store operates since no two are exactly the same. She inquires about the stock turnover policy, the credit and installment buying systems, how the alteration department operates, and other matters which come to her attention. She, as well as the buyer, is concerned about merchandise that does not sell. A buyer cited an example of a coat that had been on the department racks for four months. She took it off and noticed that one pocket was an inch higher than the other. If a salesgirl had spoken up when she noticed it, the coat could have been altered earlier and sold.

One of the buyer's other concerns in supervising the sales force is covering the department when clerks do not show up for work. Sometimes she can requisition extra help through the personnel office, but that takes time, and she often solves the problem by waiting on customers herself.

*Supervising the stockroom* If the store is a small one, the stockroom and the receiving room may be the same. Otherwise, the stockroom may be a room off the main department where new items are brought from the receiving room to be placed in the department for sale. If the sales floor is limited in space, all sizes of a given garment may not be out where the customer can see them, hence having the stockroom neatly organized helps the salespeople to find merchandise readily that is not on display. In high fashion stores, where none of the merchandise is on actual display, garments are brought out from the stockroom individually and shown to customers. In these situations it is doubly important that

merchandise manager, and sometimes even the president, participate in the selection of buyers for the store. As one buyer pointed out, buyers are handling large sums of the company's money and they must have the company's interest at heart.

*Others* In a small store or in a small department there may not be an assistant buyer or someone in charge of the receiving room and the stockroom, in which case the buyer performs all of these functions. The buyer's closest relationship is with the merchandise manager, and he should be someone whom she respects and enjoys working with. The socioeconomic level of her customers may also substantially affect the buyer's feelings about her work.

### PHYSICAL ENVIRONMENT

A promotional store which is trying to keep overhead costs down is not a luxurious environment. Floors are uncarpeted, painting is done less frequently, fixtures are ordinary. The office of a buyer in one such store was

a small backroom with hardly any resemblance to the modern business office of today. The office was extremely untidy with piles of papers everywhere. The department itself had higher priced dresses displayed around the sides of the store, less expensive dresses were displayed on racks in various places on the floor of the section. Markdown items were placed on one rack with a special sign.

But there are stores in which elegance prevails. The buyer for the evening salon for such a store described her department

The department is dignified and gracious with Louis XV furnishings. The walls are blue gray, the furniture upholstered in orange and light blue velvet. Three elegant manikins stand in front of a white fireplace, over which hangs a gold rimmed mirror which reflects the beauty of the salon.

### SALARY

A buyer's salary depends on her usefulness to her employer as measured by the kind of merchandise she buys and the volume of sales made in her department. Often the buyer's salary consists of a guaranteed amount plus a percentage of the total sales made in her department. This percentage addition serves as an incentive to keep her working hard to make money for the store. The size of the store is of importance because larger stores usually have a larger volume of sales.

Salespeople and buyers in a retail store are allowed discounts on the merchandise they purchase in the store. The amount of the discount varies from 10 to 20 per cent, usually, and it may vary for different kinds

voices, having conferences with other buyers and store executives, talking to salesmen, answering the telephone, writing copy for ads, keeping track of the department sales figures, talking to dissatisfied customers, and generally supervising the department to see that it is running smoothly.

The buyer is under great tension. A versatile as well as a strong personality is necessary to cope with the varied duties and fast pace. It is a complex business requiring tact, poise, self confidence, fashion knowledge, and understanding of one's store.

### EMPLOYMENT OPPORTUNITIES

Retail stores exist in every type of community, they range from small specialty shops with a single owner to large department stores owned by corporations and selling all kinds of merchandise.

It is obvious that to be a good buyer one must know what consumers want, and it is traditional in the retailing field to gain this knowledge by selling. If a student has known throughout her college years that retailing was the field she wanted, it is possible to get sufficient selling experience during the summer months and Christmas vacation periods (provided it is with the same store) to demonstrate her ability and readiness for a position as head of stock or assistant to a buyer upon graduation from college.

Opportunities for employment as a salesperson are affected by general economic conditions. When a recession or depression is imminent, customers buy less freely, stores' sales drop, and they do not employ new salespeople and may release some of their employees. Once having obtained the position of buyer, however, the opportunities are not so subject to change with economic conditions.

Opportunities for employment as a salesperson or as a buyer are not affected by marriage. There are differences of opinion among buyers about how well the job combines with marriage. Some feel the work is too demanding, others find it works out satisfactorily, particularly if the buyer's husband also works long hours. The salesperson's responsibilities are limited to the hours the store is open, the buyer's hours extend beyond this time.

After raising a family, re-entering the field as a salesperson is a matter of the employer's preferences in the age of his employees. Many older women work as salespeople. It is practically impossible to re-enter the field as a buyer after being away from it for several years because of the importance of knowing the market and keeping up with trends in merchandise. One has to work up again from the salesperson's position.

### PEOPLE WITH WHOM ONE WORKS

*Employer* In small stores the owner is the manager of the store, and he employs the help he needs. In large department stores the general

larger departments where more money is spent and where the buyer has more responsibility, or to a divisional managership. It is also possible to improve one's position as a buyer by helping the department itself to grow. For example, a buyer who started as a salesgirl selling sportswear when it was limited to a counter in the dress department helped the department to grow until a whole floor of the store was devoted to sports wear and she had been made buyer.

*Similar organizations* It is easy for a buyer to move from one store to another when the two serve the same class of customer and handle the same quality merchandise because the manufacturers from whom she will buy are familiar to her. When the buyer moves up or down in quality of merchandise handled, she has to become acquainted with a different group of manufacturers and with different values in her consumer group.

#### RELATED OPPORTUNITIES

*Fashion coordinator* In order to make women more attractive and also to sell more merchandise, manufacturers of women's clothing and accessory items and department stores have taught women to think of their appearance not in terms of the dress they are wearing but in terms of their total appearance—dress, hosiery, shoes, coat, hat, handbag, gloves. To do this they have made color as important an aspect of fashion as style. Consequently, in some stores, the buyers of women's apparel and accessories together with the merchandise manager choose a particular color to promote in one of the fashion seasons. This choice is made after they have seen what the manufacturers are offering for that season. A person employed as a fashion coordinator then must see that the departments are stocked with merchandise of this chosen color. Fashion ads describing the color must be planned and scheduled, window and store displays featuring apparel in the chosen color together with harmonizing accessories must be planned, and these plans must be executed at the proper time—the beginning of the new fashion season. The coordinator works with all the people involved to be sure the whole scheme materializes on schedule.

The fashion coordinator may have responsibility for the fashion shows sponsored by the store. (In a large store there may be several hundred of these in any given year.) The shows are worked out with the promotion department and separate shows are arranged for viewers in different income brackets, hence, the show may feature anything from designer (very expensive) to budget apparel. The store sends a printed invitation to its charge account customers. They know from the price items the customer buys to which show to invite her. Fashion shows are arranged for the woman who makes her own clothes, too.

of merchandise. In some stores the buyer may be able to purchase merchandise at cost plus 10 per cent or some similar figure which covers transportation and store expenses.

### HOURS

Regular store hours vary in different communities. They may be 9 00 AM to 5 00 PM or 10 00 AM to 5 30 PM daily plus one evening a week when the store is open until 9 00 PM. During the summer the store may be closed on Saturdays, and during the Christmas season the store may be open every evening until 9 00 PM. Buyers may come earlier in the morning or stay later in the evening (or both). They need to be up to date on the details of the department, and the interruptions during the regular day mean that the buyer cannot do many of her tasks until the store is closed.

### VACATIONS

Vacation policies differ from store to store, ranging from two to four weeks.

One buyer receives two weeks' vacation a year. After she has worked for the store for seven years, she will receive three weeks, one in the winter and two in the summer. She emphasized the fact that when all other business people had holidays, the store would be the busiest and she would be working.

Another buyer, who has worked for her store for five years, has a month's vacation but it must be divided for she cannot be away from the store for a month at a time. She must also be present during all major sales, all holiday evenings, and all inventory periods.

### SECURITY

The buyer's basis for security is her skill as a merchandiser. If she is making money for the company she is "in," if she has several bad seasons when other departments of the store are doing well she is apt to be dismissed. Her security is also influenced by the store's financial stability and place in the community. If the store closes, her position ends, obviously.

### ADVANCEMENT

*Within the organization* The usual line of advancement in retailing is from a salesperson to head of stock in a department, to assistant buyer, and then to buyer. Advancement for buyers consists of promotions to



*Sales promotion* The advertising department is a reasonable place for a recent college graduate with some selling experience to apply for work if she likes to write. The advantage of having sold first is that she knows the type of customer to whom the store is appealing, and advertising does sell via the printed word rather than in a face-to-face contact.

The layout division of the advertising department is a reasonable place for a student interested in art to seek employment. This is particularly true if she has had some work in fashion illustration and in sketching in general. Window display work and sign-making for departments are not closed to women, but men are more frequently employed in those areas. Nevertheless, these positions are worth exploring.

*Free lance fashion illustrator* A person may do drawings for fashion advertisements as a free lance artist. The artist must make the clothes look as appealing as possible, but the product must be represented correctly. If a dress is made of chiffon, it must be drawn so that it looks like chiffon and not velvet. One artist described her work as follows.

Since this is a very competitive field, I work with an agent. This agent represents me at various stores and advertising agencies and is actually the person who gets the individual jobs for me. My agent also does all the bookkeeping. The only time I can make any money is when I am actually sitting right at that drawing board. I can't be bothered with running around to different stores and trying to land enough jobs. I pay my agent 25 per cent of my receipts.

Since I work at home, articles to be drawn are sent to me there accompanied by full instructions as to how they are to be drawn. For example, I received a hat from one store with instructions to detail the folds in it, and to show it on a woman's head with her hair curling onto her face below the sides of the hat. Often, however, I am allowed to accessorize the dresses and various outfits as I please. One soon gets to know what certain stores expect. Some like the drawings to be formal, some like casual figures.

The fashion illustrator must work quickly. Often a store will send samples over in the morning and want the drawing to be finished at five the same day. I use a professional model for some illustrations. I hire girls who have been dancers, since they are limber and are able to hold graceful poses for long periods of time.

I also do drawings that appear on the envelope covers of patterns.

*Owning a store* It is not uncommon for a woman to own her own women's clothing store. These store proprietors stress the value of getting experience as a buyer for someone else first. The responsibilities of the owner-manager are the same as those of any other buyer, the hours she spends thinking about her work and actually on the job are longer, but to these women the satisfaction of knowing that it is their own business makes it worthwhile.

*Resident buying office* In addition to performing the functions mentioned on p. 211 the resident buying office checks on deliveries of merchandise to their members. Because it is important to have the store windows, newspaper advertising, and offering of the merchandise for

There is a great deal of detail work involved in arranging a fashion show. Buyers must be notified of the plans, garments they want to feature must be determined, models selected, fittings arranged, and accessory items chosen. A news story about the fashion show may be written for release to the newspaper fashion editor in the hope that she will write an article about it. It may be necessary to arrange to have a model photographed wearing something from the show for a picture to accompany the news story. Often the fashion shows are held in the store itself, but sometimes they are held in a fashionable restaurant, in a hotel, or in some other place about town. Arrangements must be made for getting the apparel to be worn to the place of the show and returned. "While it sounds like quite a scramble," one fashion coordinator said, "a surprising number of women have little sense of coordinating an outfit, and when they come to the store after a showing with enough courage to add the proper accessory it gives me a great deal of satisfaction."

The fashion coordinator may also take charge of special visitors, such as cosmetic demonstrators or celebrities who are coming to shop.

Questions from customers, such as "What should a bride wear to a winter wedding held at 4:30 in the afternoon?" are also referred to the fashion coordinator.

Teen age fashion boards of high school girls may be organized by the fashion coordinator. She meets with the girls monthly to get their suggestions for teen age clothing. She helps them organize fashion shows for groups in their high school and encourages them to write fashion articles for their school papers.

**Personnel work** The personnel division is responsible for the selection, training, placement, advancement, and welfare of its employees. A college graduate may enter this division by doing secretarial work and gradually learning the work performed by the people carrying major responsibility for each of the functions mentioned above, or she may advance to it from a selling position in the store. The usual beginning position for a woman in the personnel office is that of training director. This is actually a teaching position. She teaches new salesclerks how to fill out sales slips, how to "make up their book" at the end of the day (summarizing their sales on the front of an envelope into which they put their duplicates of the sales slips), how to use the carrier tubes if the store has them, and how to use a charge plate machine. The extensiveness of the training program varies from store to store. It may end with these mechanical details or it may include instruction in selling techniques and instruction concerning the merchandise they are to sell. Other store personnel, such as wrappers and service managers, must also be trained. The responsibilities of hiring and dismissing employees are normally carried by experienced and mature people. This is not a position one could expect to get immediately upon graduation from college.

From the description of retailing as an occupation, it is obvious that knowledge of the principles of accounting is a definite asset, and that having some courses in writing—particularly in copywriting—is worthwhile.

A cultural background with emphasis on art and history of art is suggested by some buyers. Many mentioned the contribution of psychology to understanding customers, manufacturers, and the salespeople whom one supervises. Courses in economics further one's understanding of the place of retailing in our society. One owner-manager said courses in interior design are helpful when planning color schemes and furnishings for one's own store (or department).

Over and over again buyers and merchandise managers bemoan the fact that college graduates do not know how to do simple arithmetic problems involving percentages. If a student does not know how to figure percentages, she will find the procedure explained in an elementary school math book.

One buyer summed up the background a student needs for success in this field by saying "Any courses in color and design are an advantage to the buyer. A solid general background, intelligence, and a sense of humor help. The main thing is having the desire to get ahead. You can't float upward."

*Extracurricular activities* Extracurricular activities that involve financial management, such as acting as business manager of a sorority or a school publication, are helpful—as are activities involving clothing or costuming. Going shopping with one's friends, noting sales techniques and friends' reactions to them and to the clothing they are shown should help a prospective buyer see things as others see them so that she will avoid thinking about clothes with her own prejudices.

*Summer experiences* Summer selling is, without exception, the most valuable preparation for retailing—particularly if the student works with the store with which she hopes to be associated after college.

Another desirable practice is to work for a different type store each summer in order to identify the kind of organization one would enjoy most.

*Part time work* Part time work selling during the school year, either in a store or in the student's dormitory, is also good experience. Some cosmetic companies, for example, give women students a franchise to sell their products to students in these residences. Selling anything gives the student the opportunity to learn about people as customers.

#### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

An advanced degree is not necessary to succeed in retailing. However, there are colleges and universities which offer a master's degree in retailing, and these are helpful to a person who has not been able to include

sale in the department occur simultaneously, it is essential that the merchandise be in the store at the agreed upon date. The manufacturer may have promised a shipment of items A-F to one store by April 5th, and subsequently received a larger order from another store for items D-F by April 5th also. Because he wants the larger order, the manufacturer may ship that one first. It is the resident buying office's job to try to prevent this from happening.

How the functions of the resident buying office are handled by its personnel depends upon its size. There may be several individuals performing each function individually, or one person may have several of these duties to perform.

*Buying for a chain store organization* Chain stores do their purchasing for all units centrally. The persons acting as buyers for the chain do not receive any of the merchandise ordered—it is sent to the member stores. This arrangement permits the chain to receive price reductions for large orders.

*Mail order house* Buying for a mail order house is comparable to buying for a chain. These houses have branches to which merchandise is sent, but most ordering is done from one central location. Selling for a mail order house offers a unique opportunity to the girl who likes to write, since the catalog description of the merchandise is the chief sales tool.

#### EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

There is no required curriculum specified by a professional organization for retailing. College graduates with all possible degrees have entered the field, high school graduates, too, enter retailing and advance to responsible positions.

*Courses* The home economics student who majors in textiles and clothing has a knowledge of textiles as well as of clothing design and construction which gives her an advantage in the apparel field. Some home economics graduates who are buyers have said that the most valuable courses they had had were their textile courses. It is difficult to find unbiased information on fibers outside of college (the readily available information is published by companies with a given product to sell), hence their college notebooks prove to be extremely helpful.

The courses a student may take in completing a clothing major include beginning construction, clothing design, flat pattern drafting, draping, and perhaps tailoring, advanced design, and advanced clothing construction techniques. All of them help her recognize good design and good construction when she sees it. The buyers for large chains may do some designing in connection with her work. Because she places such large orders with manufacturers, the buyer can ask to have a design she has created made up for her store.

Better Business Bureau of his city. This is often more valuable to him than membership in a national association.

#### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

*Women's Wear Daily* and *Retailing Daily*. New York: Fairchild Publications, Inc. These—particularly, *Women's Wear Daily*—are considered to be the most valuable trade publications in the apparel field.

Buyers also read the popular fashion magazines taken by customers in the age group they serve. If her customers include high school students, college students, and young businesswomen:

*Glamour*. New York: The Condé Nast Publications, Inc.

*Mademoiselle*. New York: Street and Smith Publications.

*Seventeen*. New York: Triangle Publications, Inc.

If her customers include adult women:

*Harper's Bazaar*. New York: Hearst Corporation.

*Town and Country*. New York: Hearst Corporation.

*Vogue*. New York: The Condé Nast Publications, Inc.

The bulletins of a resident buying office are another valuable means of keeping aware of what is happening in the market.

any courses appropriate for the field in her undergraduate program. Some of these graduate programs in retailing combine instruction with part time store service. Because these graduate schools of retailing have contacts with some of the larger stores, it may be easier to get a position with a well known store through the school's placement office than by one's personal efforts.

Large department stores in the major cities have training programs for which they select college graduates every year. These programs may last from four months to a year. The main features of such a training program are: explanations of the organization of a department store, special instruction in the philosophy of selling, experience selling in many different departments of the store, and experience working in each division of the store. Most stores have five divisions in their organization: merchandising—buying and selling, operations—receiving merchandise into the warehouse, marking it, and putting it into stock, delivering it to customers, furnishing supplies used for packing, and maintaining the store building as a physical plant, control—making decisions about inventory and store expenses, handling customer charge accounts and the financial investments of the corporation, personnel—employing, training, and planning for the welfare of employees, and sales promotion—advertising and displaying merchandise. The training program is operated to find good people for all five divisions, the opportunities are not limited to buying alone. As trainees work in the various divisions, they have an opportunity to express their preference as to the division and the department in which they would like to be employed.

### PROFESSIONAL ASSOCIATIONS

In retailing, it is characteristic for the store to belong to an association rather than for the individual buyer to belong. According to Dolva and Beckley<sup>\*</sup> there are over 16,000 national and local trade associations. These associations concern themselves with working with manufacturers for desirable product changes, discussing pricing policies among members, providing education and information on marketing methods, working to improve the attitude of the public toward retailing as a whole, and providing directories of vendors, doing research on merchandise. In short, the associations try to help with all areas of retailing. The stores pay a fee to belong to the association, and any of the information the association provides can be obtained for the use of the store's personnel. In small communities, the proprietor of a business may belong to the

<sup>\*</sup>Wenzil K. Dolva and Donald K. Beckley, *The Retailer the Role of Modern Retailing in the United States* (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1950), p. 337.

*Objectives.* Like other businessmen, the clothing manufacturers are seeking a profit. At the same time they take pride in trying to make it possible for women in the United States to be stylishly dressed on a small budget and to provide them with better quality clothing than is available to the average woman in any other country in the world.

*Sources of financial support.* Most clothing businesses are owned by an individual or by a family. Sales are their source of income. Changes of style which make what a woman bought this year out-of-date next year are the life blood of the industry, but who says what the changes of style will be? Who sets the next style? Many clothing manufacturers gamble all the money they have on their judgment of what to make for the coming year; if they are wrong they cannot correct the situation. The clothing is made and the season passes, whether or not they have sold their merchandise.

#### PLACE IN ORGANIZATION STRUCTURE

To understand the organization of the dress house (a manufacturer's place of business is referred to as a "house"), it will be helpful to consider how a dress comes into being. Assuming the manufacturer makes "better" dresses, the personnel he employs may include the following people:

A *designer* who creates the new ideas. She works with a dress form or a live model, designing for a size that is best for the range of sizes this house makes.

An *assistant designer* or *assistant to the designer* who may or may not design clothes but who helps the designer by finishing the routine steps: running errands, visiting show rooms of trimming manufacturers, or performing any service the designer needs.

When the designer has draped a garment, a *samplemaker* or *sample-hand* does the actual sewing.

Next a live *model* puts on the dress. The designer, along with the manufacturer, salesmen, and the person in charge of production, look at it. They estimate how much the dress will cost to produce—manufacturers know their production costs so exactly that they can say how much each seam in the dress will cost—and they discuss whether or not they think it will sell.

If the design is approved, the dress is taken apart, and a *patternmaker* prepares a set of paper patterns for all the parts in the dress in the model size. The patternmaker has a file of standard pieces which correspond to their basic designs, such as a straight skirt, a flared skirt, a skirt with a box pleat; but pieces will have to be cut for new variations the designer has introduced in the dress. These patterns are made of heavy paper about the weight of a postal card.

# Designing Women's Apparel

## EMPLOYING ORGANIZATION

Before World War I, women made their own clothing or had a seamstress do it, they also made most of the clothing for the men and boys in the family. Some men's and women's clothing was made in "custom houses" by groups of tailors and seamstresses.<sup>1</sup> The invention of the sewing machine, the need for thousands of soldiers' uniforms in 1914, the entry of women into the labor force during World War I (which resulted in their doing less sewing at home), and the availability of immigrant workers were factors in the rapid development of the garment industry.

The fashion industry has expanded from the manufacture of shawls and shirtwaists to include everything a woman wears. Manufacturers of the industry are classified by the kind of apparel they produce, the manufacturers are specialists. They make one item or several related items of women's apparel, which includes

Dresses

Coats and suits

Furs

Millinery

Negligees

Lingerie

Foundation garments

Active sportswear (swim suits, ski clothes)

Accessories (shoes, gloves, handbags, hosiery, belts, scarves, flowers)

Manufacturers specialize further by the age group they serve, hence, there are children's wear, junior misses' wear, misses' wear, and women's wear. A manufacturer also makes clothing for a single price line—i.e., "low," "medium," or "better" price dresses in the volume market or expensive dresses for the high fashion market. The high fashion clothing manufacturer is sometimes referred to as a "couture house."

<sup>1</sup> John W. Wingate and Raymond B. Voorhees, "Women's Apparel," in *Marketing Channels*, Richard M. Clewett, ed. (Homewood, Ill.: Richard D. Irwin, Inc., 1954), p. 345.



"basic" dress influence the designer. As one designer who worked in a medium-priced dress house as assistant to the head designer, explained she could be creative only within certain limits because the dresses she designed could cost only a certain amount of money. She could not experiment with many of the fabrics she would have preferred, and often she had to limit the width of drapes or pleats in order to conserve material. As the seasons pass, a manufacturer develops a preference for producing a type of garment, and he gets known to the retailers for this type.

Manufacturers differ in the policies they have to attract customers. Some sell on a confinement basis—i.e., selling only to one store in a city or not selling the same style to more than one store in a city. Some manufacturers advertise nationally to create a demand for their product. This helps the retail store. The manufacturer sends retail buyers notices of when his ads will appear in the fashion magazines along with mats for newspaper ads in case the store wants to run an ad in its local paper at the same time.

### MAJOR FUNCTION

*People served.* The designer tries to satisfy her employer by creating garments that will sell. To do this she serves the ultimate consumer, the retail buyer, the company's production department and the salesmen too, hence, she can expect comments and suggestions from all of them.

*Getting to know the needs of individuals served.* The major need of all of the people she serves is to anticipate successfully the colors and silhouettes which will be fashionable in the coming season.

*Determining a satisfactory plan for meeting these needs.* A designer has to have more than one plan. The dress manufacturer shows four "lines" a year—the spring, summer, fall, and holiday (or winter) collections. The number of dresses in the line varies with each manufacturer. Thirty to sixty dresses is typical, but there are some who have as many as 200. The plans depend on the number of dresses the manufacturer wants to offer in each style and in each price line and on the fabrics and colors within each style and price line. Fabric manufacturers want to know what the designers want and the designers want to know what new fabrics the textile manufacturer has in mind.

The top designers in both dress manufacture and fabric manufacture confer with one another and start the trends. The top designers are very secretive; they are designing the expensive clothing purchased by television stars, the president's wife and other women in the public eye who want to be fashion leaders. The manufacturers who have less influence are caught in the dilemma of trying to learn what is happening at the top, and—if they think they know—producing something similar so that they will come up with the 'right' styles.

This pattern is used to cut the dress which is to be the actual sample in the line. The sample is put together by the samplemaker and tried on by the model. Further changes may be made, but when the sample has finally been approved, it is put aside until time to show the line.

When the line is shown to the retail store buyers, and it is determined from their orders which dresses will actually be put into production, *graders* using the sample pattern produce patterns in all the sizes the manufacturer makes.

The patterns are sent to the cutting room with a cutting ticket showing the number of dresses to be cut in each size and the fabric to be used. Here a *marker* determines how the pattern will be laid out on the fabric so that there is a minimum waste of material. He places layers of the cloth to be cut on a large table, each layer represents one dress. The number of dresses to be cut at one time varies with the price of the goods and with the pattern of the fabric. There may be a few cut with hand shears, or there may be as many as 300 "lays" (layers) cut at one time with an electrically powered knife.

*Assorters* assemble the cut cloth into bundles, either by individual garments or in lots. The bundles are then sent to the sewing room.

In some cases a *draper* assembles the garment on a dummy, fastens it together with pins, and gives it to an *operator* who sews the garment together with power sewing machines.

A *finisher* does the sewing that has to be done by hand. She sews on hooks and eyes, and attaches buttons and belts.

A *cleaner* examines the finished garments and removes any loose threads and spots that have been acquired along the way.

Pressing is the final stage. This is done either by hand or with a pressing machine. In suits and coats, pressing has to be done as the work progresses so that seams will be flat.

In the garment industry there are two types of manufacturers: one performs all of the operations described, the other designs, takes orders from the retail store buyers, cuts the garments and then subcontracts the rest of the production. He delivers the garments to the stores in his name. The latter type of manufacturer is called a *jobber*.

A home economist interested in becoming a designer of women's apparel might enter the manufacturer's employ as an assistant to the designer, as a model, or as a receptionist and office girl. It is obvious that the designer performs a major function in the manufacture of better dresses. The business organization for a manufacturer performing all of the functions in dressmaking is similar to that shown in Fig. 5.1 (see p. 82). The designer renders a service to the production staff.

#### POLICIES AND STANDARDS

Standards of workmanship, the quality of the cloth, and the manufacturer's policies of following each turn of fashion or producing a

The designer usually designs two or three times as many dresses as finally appear in the line. Her unused designs get discarded because the idea did not work out the way she had in mind, or because the head of the firm or the salesmen did not think they would sell, or because a fabric or trimming essential to the design is unavailable, or because the cost of production would be too high. Designers are inclined to think of the design itself rather than the cost, and often a frustrating part of their work is having to compromise on something they wanted in the design when the production manager decides it is too expensive.

### OTHER FUNCTIONS

*Showing the line* The designers are present during the first showings of the collection each season. Line showings are actually glorified style shows. The manufacturer maintains as lavish a showroom as he can afford in order to create atmosphere for his product. Live models are used if possible, and the designer may be the person who makes the commentary on the different dresses as they are shown. After the dresses are presented, a smart designer gets out among the buyers in the salesroom and listens to their reactions to her creations.

*Publicity* In addition to showing their new line to buyers, manufacturers of better dresses regularly show their collections to the press—editors of fashion magazines or women's magazines, editors of women's pages in newspapers which have a large circulation, editors of women's programs on local radio stations, and women's television program editors.

They may do this by having a cocktail party in the showroom, or a lavish luncheon. They furnish these editors with written material about the new line and with photographs of models wearing the various dresses in the hope that the editors will feature some of them in a news story in their particular communication medium. A couture designer is like a playwright—her reputation is influenced by the reviews her collection gets.

### TYPICAL DAY

The following passages illustrate the designer's participation in the process of preparing a collection. They show that there is no set procedure for designing, and they reveal how the variables of price line and designers' training influence the way their ideas materialize. A couture designer who is also a manufacturer said:

I frequently get my ideas from fabrics. I get five yard lengths of fabric from the finest fabric houses, and execute my ideas by draping the fabric on a live model, who stands sometimes for three hours on three inch heels. A sketcher sits by drawing figures of what the designer is draping on tracing paper. When the design is final the sketch is sent to the patternmaker. After he makes the pattern the assistant designer

For a long time the styles were set by the couture houses in France. But during World War II when American designers could not get to Paris to see the showings of designers there they had an opportunity to establish reputations of their own. It is generally conceded that Paris although still very influential has not regained as high a position in setting fashions as it held before the war.

How does a designer get ideas?

The following quotations from the proceedings of a conference held in New York City in 1941 indicate sources of inspiration as they were described by two of the top United States designers. Since they have to do with imagination and creativity they are as applicable today as they were in 1941.

Nettie Rosenstein, designer and owner of Nettie Rosenstein Gowns Inc. said: "A designer must be able to summon at her command a basic source of inspiration—a sense of line or rhythm as we call it—and she must have the ability to work hand in hand with people so as to best foster the execution of her ideas."<sup>2</sup> And Sally Victor, a millinery designer and owner of Sally Victor Inc. said:

Regardless of how modern or individual a designer and her creations may be she should have an understanding and appreciation of the traditional. Practically every successful and famous designer has a thorough knowledge of the fundamental principles of art as applied to fashion. She must become familiar with the basic principles of design—proportion, balance, subordination and rhythm. She must understand the elements of line, mass, color and texture. The complexities of color, hue, value and intensity, dominant and receding colors, analogous or complementary harmonies are all necessary tools for the designer.<sup>3</sup>

*Executing the plan.* Some designers sketch their ideas, some drape and sketch depending upon their skills in or preferences for one method over the other.

If the designer drapes she may work with a live model or with a dress form (dummy); she may work out the idea in muslin—which is inexpensive but which does not handle like other materials—or she may work with a piece of the material which has been the source of inspiration for the design.

If the designer sketches her ideas the drawings may be done in pencil with a swatch of the fabric attached to the sketch sheet along with notes about the trimmings to be used. The name of the manufacturer of the fabric and the style number of the fabric plus the name of the manufacturers of the trimmings and the style numbers of the trimmings are noted on the finished sketch. Sketches may also be done in color.

<sup>2</sup> "Nettie Rosenstein: Dress Design" in *Work Opportunities in American Fashion Design*, edited by the Institute of Women's Professional Relations (New London: Conn. Research Headquarters, Connecticut College, 1941), p. 33.

<sup>3</sup> Sally Victor: "Millinery Design" in *ibid.* pp. 49-50.

Another designer, who is in business for herself, has two partners and produces mostly junior-size cottons meant for an 18-25-year-old clientele, said

I design daytime and evening clothes I like working for this age group because I can work with a variety of colors and fabrics as well as with different types of clothing I can't draw but I pick up some ideas by copying sketches in magazines and newspapers All that is necessary is to get my idea across to the patternmaker

One of the things I like about designing is the variety—working with new textiles, thinking of new ideas The tension comes when I am pressed for a deadline and no new or different ideas appear At such times I walk around department stores and look at bedspreads, furniture, draperies, anything can be a possible source of inspiration

One of the biggest thrills of my life came when a dress I had designed and sold was displayed in the show window of an exclusive retail store And it is always exciting to open a magazine and see one of my designs featured there

All designers are not women As a matter of fact, it is not uncommon for the owner of the firm to do much of his own designing One male designer, working in a sportswear house which makes casual dresses, shorts, skirts, and blouses, described his procedures as follows

I work in a large room where there are many other employees engaged in all stages of dressmaking Along with the other members of the design staff, I help decide on the materials to be used by my employer that season Picking material from the hundreds of samples on hand, I design a garment appropriate for it

About once a week I stroll down the shopping district to look in all the store windows for ideas on color and style I visit New York at least once a month and though it sounds glamorous it is the hardest part of my job because I am constantly busy I visit other wholesale houses, browse through store after store and consult with the New York office of my employer's firm

I sketch at my table, at the side of which I have a large stack of current fashion magazines which I sometimes thumb through picking out a part of one dress and adding it to part of another After completing the sketch, I make my designs in muslin on a dummy, and have the cardboard pattern cut from this garment I have a sample dress made up in the fabric chosen for it and modeled I consult with the pattern man on changes and corrections to be made in the design Then the sample, worn by the model, is sent to a committee made up of the owner, the production supervisor, and the sales manager They evaluate it and discuss whether it should be included in the line for the coming season

If the committee decides the sample dress is appropriate the OK is given and I have forty sample dresses of this same style number cut for the salesmen (one for each salesman) Each salesman contacts buyers in his district At our company, fall fabrics are picked in January, the designs are made and the samples are sent to the salesmen by June so they have plenty of time to take the orders and fill them by August

cuts out the pieces from the fabric to be used and gives them to a sample hand

There is a great deal of atmosphere surrounding the opening day of the showing of the new collection. There is a theme for the showing with flowers and decorations to carry out the theme. Four models are used and one of the duties of the assistant designer is getting everything ready for the models. There is a separate rack for each model's clothes and the assistant has notes which she has made to indicate what accessories are to be worn with each garment. During the actual showing the assistant designer helps the models change (they can do it in 40 seconds). Incidentally the assistant designer was also responsible for going out to buy the accessories the models wore with the clothes they modeled.

After the showing the racks of clothes worn by each model are wheeled into the showroom where the buyers are. The sample dress is in one fabric but there are swatches of other fabrics in which that style number will be available. The buyers order just one dress of a style at this time. After the dresses they order are delivered and they have a chance to see how this designer's dresses sell they place reorders. Most of our money is made on these reorders.

Another designer who was co owner of a small business which designed and manufactured for three stores in one of our nation's largest cities plus a few high fashion shops in other cities said

Our line consists of dresses only with emphasis on the basic sheath. We started designing the all round basic dress and branched out to include cocktail dresses and some evening gowns.

We buy fabric from a number of companies with usually one or two sources for a specific type of fabric. Many are imports and occasionally we have fabric woven to our own design. However this is expensive and risky since we could be stuck with several hundred yards of material that would not sell.

I discuss my designing ideas with my partner who works out the design in muslin fitted to a dummy. Then a pattern is made and the dress is cut out of an inexpensive material sewn and lined. Designing is tedious work and it often takes as many as five practice dresses before the right effect is achieved. Each type of fabric requires a different type of styling.

Buyers are invited in for showings and the garments are modeled. The out of town buyers order from sketches and material swatches of the line. Samples are not necessary since over the years the buyers have become acquainted with the general quality of our dresses. When we were getting started both my partner and I traveled to the cities in the midwest to get stores to handle our dresses. We took along actual samples to show the buyers.

My biggest disappointments come when one of our creations—which required hours of thought and detailed work—suddenly appears on the volume market for \$40 less.

\* Unless otherwise noted the indented comments in this chapter are paraphrased statements obtained from designers who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, NY.

## EMPLOYMENT OPPORTUNITIES

Seventh Avenue, between 35th Street and 40th Street, in New York City, is the center of the garment industry of the United States. The other major manufacturing markets in the fashion field are in Boston, Baltimore, Philadelphia, Cleveland, Cincinnati, Chicago, St. Louis, Kansas City, Dallas, San Francisco, and Los Angeles.<sup>6</sup> To have more chances of employment, one needs to be in these cities. However, there are numerous other fashion merchandise manufacturers throughout the United States.

It is easier to get started in the design field if a person knows someone who can tell her about an opening and give her a personal recommendation. There are a few commercial agencies which specialize in placing people in the fashion industries. One can register with such an agency. There is a fee for their services. Otherwise, getting a job is a matter of going from place to place asking if there is an opening.

One designer commented that there is a far greater need for designers by the middle-priced clothing manufacturers than in the high-priced field. She added that people usually enter the field as models or sketchers.

The home economics graduate would compete with art school graduates and graduates of fashion schools which offer a highly technical education.

Re-entering the design field is difficult. Even for the person engaged in designing, maintaining one's status is a constant challenge: a designer is only as good as his last design.

However, the apparel industry provides exceptional opportunities for women; according to Margaret Parkinson there is no other industry in which women are so influential in making decisions about manufacturing.<sup>7</sup>

## PEOPLE WITH WHOM ONE WORKS

*Employer.* The employer of designers in the fashion industries is the owner of the business himself. If he hires more than one designer he may ask the opinion of the head designer in making his selections of other designers or assistants.

*Others.* The designer has contact with many people in the course of a day such as buyers, salesmen, seamstresses, assistants, and so on.

<sup>6</sup>Eleanor L. Fried, *Is the Fashion Business Your Business?* (New York: Fairchild Publications, Inc., 1961), p. 22.

<sup>7</sup>Margaret B. Parkinson, "Are You Cut Out for Seventh Avenue?" *Mademoiselle* (March, 1962), 115.

If the firm receives orders for sixty dozen dresses of a certain style, the patternmaker takes the sample size 12 pattern and grades it for sizes 10 12. Dozens of garments are cut out simultaneously. Flat pieces of material of the same design but in different colors are stacked on a wooden table. The marker is put on the material, and a stack about a foot high is cut by a knife which looks like an electric saw.

The separate pieces are marked for darts by hand and given to the seamstresses. One unique machine sews seams, and pinks the edges at the same time. The garment is finished by marking buttons and button holes with a machine, putting them in by machine and then giving the dress a final pressing. Then the garment is packed and ready to go.

The story would be incomplete if mention were not made of another aspect of the dress business—the copying of designs by other manufacturers. These are the “knock-off” or “bump-off” houses. They specialize in making inexpensive, quick duplicates of high style clothes.

A knock off house has no designer expenses (it employs no designer), low showroom expenses (it employs a minimum sales staff).

The system is ludicrously simple. An employee of a knock off house, posing as a private customer, goes to a department store. She scans the racks, tries on and buys a recently arrived Paris adaptation. She charges it. Then she brings the adaptation back to the knock off house, where it is recopied within a day.

As soon as the sample copy is made, she informs the store she no longer likes the dress she ordered. Whereupon she returns it to the store for credit on her charge account.

The knocked off dress looks like the store's Paris adaptation but sells for less. It is cheaper because the bump off house has a low overhead, uses a less expensive fabric and skimps on trimming and construction. And so fashion goes on Seventh Avenue—down, down in price and workmanship. Amid cries of “Stop thief!” from all concerned, moderate price bump off houses are recopied by budget bump off houses. These, in turn, are recopied by subbasement bump off houses. Finally, what remains of an original French dress winds up on some giant rack at \$6.95 or less, four to five months after its initial showing in Paris.

This dizzying downward spiral occurs not only in Paris clothes. It happens also to original American bred fashions, which are turned out by a handful of expensive creative houses on Seventh Avenue. “Seventh Avenue is like a giant totem pole,” one distinguished fashion editor explained. “Each manufacturer tries to copy the design of the man above him on the price and style scale, while attempting to protect his own designs from the man one step below him.”

Although many deplore copying, both legal and illegal, some say it is both good and necessary. One long time reporter in the garment industry gave his reasons. “The life force of the fashion industry is the circulation of style inspiration,” he said, “if the rules were enforced against piracy the fashion world would plunge into chaos and lose continuity.” “As long as women want clothes,” a manufacturer said, “there will be copying. It's the law of the Seventh Avenue jungle.”

\* Nan Robertson, “Piracy Runs Rampant over New Paris Styles,” *The New York Times* (August 26, 1958), Sec. C, 33.



is great pressure not to be away too long for fear of losing touch with something significant that might be happening in the field.

### SECURITY

The apparel industry quickly reflects the economic conditions of the country. Whenever times threaten to become bad, new clothes become luxury items. A woman tries to make last year's garment do a little longer. One designer who left this field for commercial illustration felt there was total lack of job security. She had seen even top designers released by the firms with which they worked.

### ADVANCEMENT

*Within the organization.* A college graduate with no experience in the field may start in the office of a clothing manufacturer and then move to assistant to a designer, assistant designer, and designer. Top designers point out the desirability of knowing all aspects of the business from the work of a samplehand to that of a patternmaker and a cutter. Supervising production activities requires detailed knowledge of all the facets of the work, and an assistant designer may have this kind of responsibility.

One designer suggested that if a person is trying to get a chance to do actual designing, she should show her employer sketches she has developed. "A sketch is the fastest, cheapest, and easiest way to sell an idea," according to her.

*Similar organizations.* Many people in the fashion industries change jobs often before finding the ideal job. Once a person has a job in the industry, she hears about openings in other dress houses and in houses making fabrics or accessories.

### RELATED OPPORTUNITIES

*Modeling.* Modeling is an excellent way to get a foot in the door of the designer's workroom. A model presenting the collection hears buyers' comments and thereby learns the manufacturer's customers point of view. She may observe the very best designers at work (since it is usually they who drape on a live model), hear them discuss what they are trying to do, and learn who the manufacturers of fine fabrics are. She also hears the production department's discussions about the cost of making the garment. In short, a model has an opportunity to learn all aspects of the business if she is interested and pays attention to what is going on around her.

Modeling is not easy work. The models wear high heels and they are on their feet for hours at a time. They must make many quick changes

### PHYSICAL ENVIRONMENT

The garment district of New York City is housed in buildings about twenty stories high which stand side by side. About 4000 manufacturers have their showrooms and offices there, and some have their workrooms there as well. Many of the manufacturers of a given line, such as coats and suits, are located in the same building. It is a hustling, bustling section of the city with taxicabs and delivery trucks jamming the streets across town and people and portable dress racks (on which dresses are moved from a contractor to a jobber) jamming the sidewalks. The amount of working space the designer has and the lavishness of the showrooms and owner's office increase as the profits of the business increase.

### SALARY

A beginner working as an assistant to a designer earns about the same salary as a beginning salesgirl in a retail store. Once she has produced some designs of her own, her salary increases, and an experienced designer in a moderate priced dress house makes about the same salary as a high school teacher. Designers who have made a name for themselves earn \$10,000 or more. Once a designer is established, other houses try to woo her away from her employer, as a result some owners have made their designers part owners of the firm. In such cases their salaries climb with the success of the business.

In many dress businesses it is typical for the designer to have a base salary which is supplemented by a bonus at the end of the year reflecting the success of the business that year.

### HOURS

Hours are typically 9:00 AM to 5:00 PM. However, here, as in other positions of responsibility, the designer uses off hours to go through stores to see what others are producing, to visit museums for ideas, to read trade publications, and to keep up to date on everything that is happening in the design field.

### VACATIONS

July and August are slow months for the manufacturer's design staff. The fall orders are being produced, designing the holiday line starts in September. If the dress house is a profitable one and the employer can afford it, the designer may go to see the showings of the designers in Paris and Rome in July. August is the popular vacation month. There

4. Answering inquiries from consumers, such as, "What size pattern should I use?" The department may prepare a special leaflet dealing with questions which are received frequently.
5. Advising the fabric departments of department stores which handle the company's patterns about particular fabrics (by manufacturer and style number) to use on manikins in the department when the manikins feature a pattern of the company.
6. Sending a color chart to retail store fabric buyers predicting the best-selling colors for the coming season.
7. Supervising the field work of traveling representatives. A pattern company may employ six or eight young home economics graduates to travel about their particular district.
8. Supervising the actual preparation of the traveling fashion show wardrobe. There are several copies of the wardrobe—one for each representative at least. Usually they are made up in advance in given sizes and the group having the fashion show presented finds models of the sizes necessary.
9. Planning the educational material to be presented and the styles to be shown on the fashion shows is another responsibility of the department.

The traveling representatives go from city to city to present fashion shows and educational programs for teachers and students. They often have two wardrobes per year for fashion shows: a fall group and a spring group. The company representative notifies homemaking teachers, leaders of 4-H Clubs and home demonstration units, or heads of other women's organizations that she will be willing to put on a program for them if they would like her to do so. If her invitation is accepted, she arranges to have the appropriate wardrobe for the age group involved sent to the place where the fashion show will be.

She tells the person with whom she has corresponded what the wardrobe consists of, gives the body measurements and the number of models needed. The models are usually members of the group for whom the show is being given. She reminds her correspondent that there will need to be a meeting of the models for fitting (some altering will undoubtedly be necessary, and is to be done by basting, not by cutting), garments will have to be pressed, and a rehearsal held. She suggests ideas for simple stage settings, mentions the desirability of having some kind of music for the show, urges that they have several competent adults who can help dress the models (if the models are children) and who will attend fittings and rehearsals so that they understand the whole program.

The pattern company representative indicates that her company will send publicity to the local paper, radio or television station if the company is notified of the time and place for the show. The representa-

of costume during a showing. This kind of pressure continues for several days in succession.

*Working with pattern companies* The design department of a pattern company does much the same sort of work as the designer for a dress manufacturer. The designers for pattern companies attend advance fashion showings of various dress houses to get ideas for pattern designs, for the home sewer wants the same styles as those available in retail stores. The pattern company designer has to prepare a new line for each new issue of the pattern magazine. This means having thirty to forty new designs each month. Dress houses usually specialize in one type of clothing but pattern companies offer a wide range of styles from children's ready to wear to some items for men.

Since the final product of a pattern company is a pattern, the work of the designer usually stops with the making of a muslin sample. The fabric editor of the pattern company has swatches of fabrics available on the market for the art department to use in coloring the sketches and for her own use in making suggestions for appropriate fabrics for the new patterns.

A master pattern is made from the finished muslin. The master pattern is graded and the equivalent of a marker is made up to use in cutting patterns.

A necessary feature in the manufacture of patterns, is the writing of instructions and the illustration of the construction steps. Some instruction writing departments find home economists who are familiar with other languages especially desirable, some companies print instructions in several languages.

Working for the sales promotion department (sometimes called the education department) of a pattern company is the beginning job sought by some home economics graduates. The education department of one company expressed its purpose as "helping people make professional-looking garments and acting as a liaison group to try to give customers the kind of patterns they want." To accomplish these purposes this department engages in the following activities:

- 1 Planning and preparing various teaching aids for use by high school homemaking teachers or other people who teach sewing. These include wall charts on such topics as how to attach a round collar, how to match plaids, and how to choose colors appropriate for different types of hair and skin coloring, booklets on sewing techniques, film strips of different procedures in sewing, and lesson plans on how to teach various units on clothing construction.
- 2 Preparing a magazine for high school students featuring teen age patterns, giving tips on grooming and sewing.
- 3 Answering letters from teachers containing questions or requesting the teaching aids mentioned above.

quently putting on fashion shows in the fabric department illustrating the use of zippers in all kinds of fabrics

They predict high volume colors for the coming season and furnish the store buyers with a color card with small zippers which have been dyed to match these colors. Obviously it is important for zipper manufacturers and thread manufacturers to have their products available in colors which will be important each season.

A member of their educational staff spends a major part of her time thinking of a new and different uses for zippers.

*Working with yarn manufacturers* All fabrics start with a fiber of some sort—cotton, wool, silk, flax, or synthetic material. In a few of the man made fibers, the single fiber is also the yarn used in weaving a fabric, but in most yarns two or more fibers are combined through a spinning process to make the yarn. Manufacturers who spin the fibers into yarn sell it to "converters" who manufacture cloth (convert the yarn to cloth). In some cases the yarn manufacturers weave and finish the cloth themselves. This is particularly true in woolen mills.

The smoothness, softness, thickness, sheen, and weight of a fabric are determined by the yarn used. How well a fabric can be folded or creased, what happens to the fabric when it is stretched, twisted, wet, or stained, and how it will react to perspiration, detergents and dry cleaning solvents are all influenced by the fiber. Changing the properties of a fiber are among the concerns of a textile chemist. It requires training in science beyond that obtained with a bachelor's degree.

However, there is a fashion element in the production of yarn, and in this connection the home economist with a bachelor's degree might be employed as a stylist, as a color consultant, or as a sales promoter.

The *stylist* works primarily on determining the colors the manufacturer will feature for a season. There are some colors which are produced regularly, but a particular color or intensity of color is highlighted each season.

Styling is never a hit or miss matter, when a dress or sportswear designer, in looking over the fabrics, decides that she likes a pink and wants to make a dress of it, she must also have the same dress in three or four other colors—different colors that have the same tone and intensity. So if she likes the pink, she must be able to buy yellow, mauve, and aqua, besides.

If, however, the dress designer does not care for the very pale color range but prefers a more intense color, instead of pink she selects a new melon shade, there are a blue and a grapefruit and a green shade to complete that color range. Each group is built up in this way.\*

The stylist holds one of the most responsible positions with a yarn

\*Bernice G. Chambers (ed.), *Keys to a Fashion Career* (New York: McGraw Hill Book Co., Inc. 1946), p. 64.

tive also appears for interview on any radio or television program that is interested in having her. The representative does the commentary for the fashion show, and sees that a program is prepared describing the dresses to be modeled and indicating their pattern numbers. Information about the models and the accessories may also be given.

The traveling representative usually arrives in town the day before the show in order to go to the stores with one of the local people and arrange to borrow accessories. She keeps a list of what was obtained from each store so that credit can be given by mentioning it at the show and so that borrowed things get back where they belong after the show is over. In addition to commenting on the patterns represented in the fashion show, the pattern company representative includes some educational information related to color trends, changes in silhouette, or sewing techniques.

They also call on department stores handling their company's patterns, answer questions they have, and note how their company's patterns are being displayed in comparison with those of competitors.

Traveling representatives may even take over a class for the home making teacher to present some new idea on clothing construction.

They send letters back to the home office showing what they did each day, including the names of contacts made and an evaluation of each.

Since the traveling representatives tend to be recent college graduates, there is a fairly constant turnover among them. The salary is often lower than that of a homemaking teacher, but representatives are usually on an expense account while they are traveling. Since meals and room are paid for by the company, the young women in these jobs can save most of their salary. One of the traveling representatives reported that she is also given material to make up her own wardrobe by her company.

*Working with accessory manufacturers* Working with a company which manufactures items used by home sewers—such as zippers or thread—is another position related to the field of fashion merchandise. For example, one of these companies provides the same type of educational services as those provided by pattern companies. It, too, has traveling representatives which may visit high school sewing classes to give instruction on how to insert a zipper.

In this same zipper company, the educational director represents her company at their booth at the American Home Economics Association meetings each year. She works on the theme for the booth for several months in advance and is on duty in the booth during the convention to answer questions teachers or other home economists who use her company's products may have.

The educational department also works with department stores, fre

make clear the meaning of the word *theme* as it is used in styling and promotion, and the time table involved in all fashion work as well as the way in which all parts of the distribution chain from manufacturer to retailer are interdependent and how they all can profit from planned coordination of their efforts

As was mentioned above, Celanese Fibers Company manufactures fibers and yarns only. They are purchased by converters who have them woven into clothing or home furnishing fabrics. The converter indicates to the mill the patterns he wants to have woven. To increase sales of fibers and yarns, Celanese is interested in helping its customers—the converters—as much as possible. One way to do this is to furnish the converters' designers with design ideas—either in the fabric itself—i.e., in the woven pattern or texture of the fabric—or in ideas for patterns which will be printed on it. The converters' designers are constantly searching for ideas which will sell their fabrics. Celanese thought of the theme "World of Ideas," in which the ideas for the designs used on the fabrics came from objects found in different areas of the world. Celanese hired two young decorators and sent them to Spain, Austria, the Far East, and Scandinavia to buy articles typical of those countries. They bought back such things as tables, kite sticks, children's toys, and various items of apparel. Celanese invited the designers from the converters' establishments to come see these items and suggested that they use them to work up some design ideas for fabrics manufactured with Celanese fibers or yarns. Celanese planned to take twelve four-page, full color ads in *House and Garden*, *House Beautiful*, *Living for Young Homemakers*, *Holiday*, and the *New Yorker* during the months of September and October to promote home furnishing fabrics manufactured by these various converters. Furthermore, Celanese planned to help certain outstanding retail stores throughout the country set up promotions for these special "World of Ideas" fabrics. Bolts of materials in piece goods departments and home furnishing articles made from these fabrics would all have hang tags labeling them as "World of Ideas" fabrics with Celanese fibers or yarns which would help the retail consumer identify the fabrics with the national ads.

Celanese had their eight Retail Representatives, working throughout the United States, call on retail stores and invite them to participate in this promotion on an exclusive basis. That meant that only one store in a given city could participate in this promotion. When the Retail Representatives called on the stores, they worked with the top merchandising people, with the buyers in the home fashion fabrics area, and with the stores' advertising staffs to help them plan windows, inside store displays, and newspaper ads tying in with this Celanese national promotion. The fabrics would be sold in piece goods departments and in the departments stocking readymades, bedspreads, draperies, and shower curtains.

company. In the leading firms which set the color styles, the stylist is a person who has had extensive experience who is well informed, and who has many contacts for learning what is happening throughout the fashion industries.

The *color consultant* helps work out new ideas for her employer's line and also performs services of a public relations nature.

One of the color consultants at Celanese Fibers Company (a division of Celanese Corporation of America) described her job as a threefold one:

I prepare a color chart predicting high volume colors for the coming season—that is colors which would be most popular in the volume market in ready to wear. This requires having an awareness of what is going on in the markets (yarns and fabrics) because next year's high volume colors tend to come from this year's high fashion colors which have caught on with the consumer. I go to different converters who use both my company's and competitors' products and find out what things have sold well this year. I prepare my color forecast in the form of a color chart consisting of pieces of Celanese yarn—twists of the various colors about two inches long and about a quarter inch in diameter—mounted on heavy paper and show for each color the names of the manufacturers who are making piece goods or apparel using Celanese yarn in these colors. These color charts are mailed to retail store buyers as a guide to what they will find in the market when they come to buy. Naturally my accuracy in making these predictions will affect the extent to which it is used by buyers from year to year.

A second aspect of my job involves thinking of color combinations suitable for different fabric weaves. Although Celanese Fiber Company produces and sells only fibers and yarns, we have an experimental laboratory which works up different weaves of fabrics as a service to the people who buy yarn from us and convert it into cloth. For instance the warp may be of a Celanese fiber and the filling may be of something else; the designs possible with a fabric of this type are dictated by the fibers used in the combination or blend. Different kinds of fibers take dyes in different ways. Our research laboratory commonly sends me five or six samples of cloth nine inches square with a description attached of the constitution of the warp and the filling, and then it is my job to think of appropriate colors for these weaves. A good art background is necessary for this kind of sensitivity. Painting is particularly important. I have had enough experience so that I can think through color combinations rather than actually painting them, but both my assistant and I sometimes do paint them in tempera.

The third aspect of my work is providing a direct service to our customers. For example, a children's wear manufacturer who buys our yarn wanted a new fabric for children's party dresses. He had no designer design woven in the ribbon and from it worked out an adaptation which could be done in Celanese yarn and printed on rather than woven into the fabric.

Helping with *sales promotion* is a third way in which a home economist may work with a yarn manufacturer. The following illustration should



had been approached before June and told that they would be given exclusive rights to promote these fabrics in their stores if they were willing to go along with the promotion idea. The retail buyers were given this list of converters so that they would know where to go when they got to New York City to see and order these fabrics. If they did order them they received (free of charge) promotional material to use for floor displays calling the consumers' attention to "World of Ideas" fabrics and hang tags to attach to the bolts of material or to individual articles made of one of these fabrics. The converters who had been told in May the stores in each of the major cities which were participating in the promotion, also profited by having buyers directed to them through the efforts of Celanese.

Celanese had contacted the various magazines having to do with home furnishings, and had asked them to indicate whether or not they were willing to do an editorial story on the promotion. Thus they had the actual schedule of stories that would appear during September and October in those magazines. They also had a schedule of the September and October ads that the converters were going to run in the trade magazines featuring the "World of Ideas" fabrics and they made this information available to the retail buyers.

During the month of July, Celanese sent promotional packages to the stores who had ordered "World of Ideas" items. They had big cardboard blowups of the tag that was being used on all the fabrics, as well as suggestions for how to display the fabrics.

The net effect of all of this effort was to increase greatly the sale of these fabrics in September and October. It was so successful that Celanese did the same kind of thing the following year with designs which were inspired by articles brought from South America and called the "New World of Ideas" fabrics.

The home economist who was working on these promotions handled many of the details involved in this promotion. It was a year round job. She visited all of the converters to get the list and descriptions of their products which would be available for buyers, she prepared the resource list and sent it to the retail store buyers, and she collected the merchandise from the manufacturers and gave it to the decorator who executed the room settings.

Her satisfactions in this job came from the feeling of participating in a large scale effort that was successful for her company. She also enjoyed the opportunity of having such extensive contacts with manufacturers and retailing personnel. The harrassing part of the job was keeping all of the details of the job under control and being sure that she had cleared everything with everyone who was concerned.

Although the people performing these functions may have different titles in different companies, the nature of the work is the same helping

The promotion was announced to the manufacturers in January. The two decorators made their trip during February and March. In April the trade paper, *Home Furnishings Daily* (which is comparable to *Women's Wear Daily* in the fashion field), carried a story of the show-room exhibit of the articles which had been brought back and were being shown. On April 10th, Celanese ran an ad in *Retailing Daily*, a trade paper which is purchased by store buyers, telling what Celanese was going to do to support retail stores in selling these fabrics. The same ad which appeared in *Retailing Daily* ran also in other trade publications—*Interiors*, June, *Curtains and Draperies*, June, and *Home Furnishings Daily*, June.

The converters welcomed this promotional idea, and prepared sample lengths (about 1000 yards) of fabrics incorporating Celanese yarns which featured designs inspired by these objects from other parts of the world. In May Celanese rented three floors of a loft building on the West side of Manhattan, created a number of room settings, and photographed them for the ads that were to be run in the national magazines. Since most of the home furnishings were draperies, bedspreads, or shower curtains, the room settings were representations of living rooms, bedrooms or bathrooms. For example, in one bedroom setting, there was a carpet on the floor, a bedside table, and a single bed. The bedspread matched the draperies and both were made up in a fabric which had a design adaptation of the kite stick. The kite stick which was the original inspiration for the design was shown in the foreground.

There were thirty or forty room settings on the three floors of that loft building and the fabrics of all of the converters who had participated in this promotional plan were represented. When the room settings were ready and the photographers from the advertising agency for Celanese were taking the pictures to be used in the ads, photographers and editors of magazines which might do publicity stories on the promotion were invited to come see the exhibit and take pictures if they wanted to do a magazine or newspaper story about them. Each of the converters who was represented was welcome to come take pictures he might want to use for his own advertising.

Home furnishings buyers began to come to New York City the first of June to see what the different converters are offering that season for fall promotion. As part of this over all promotion, Celanese compiled a list of the converters who were using designs based on the "World of Ideas" theme, their addresses, the names and descriptions of the fabrics, and lists of home furnishing articles available in these fabrics and where they were manufactured. This "resource list" was sent to the buyers of home furnishings and home furnishing fabrics before they left their home communities.

One can begin to see how the plans fit together now. The retail buyers

pieces of fabric 60 yards long which would make about twenty garments and "confine" it to the use of one clothing manufacturer<sup>9</sup>

This makes it possible for the clothing manufacturer who has a top designer working with him to offer something really exclusive to a few of the best clothing stores throughout the country. The fabric mill does not make a profit on something like this because it is expensive to set up for a small run of fabric. However, the volume market wants what it sees on the high fashion market, and the fabric mill can work up a less expensive but similar design and sell literally miles of it.

When the designer has made up a number of possible designs, the head of the mill, the technicians who know the limitations of the machinery, the salesmen who will be responsible for "pushing" these designs, and the stylist who is concerned that the line be complete discuss them and decide which designs they will try to produce.

A blue print is made of the new fabric by weave technicians indicating the number of threads per inch in the warp, the number of threads per inch in the filling, the yarn is specified as to composition, size, strength, and twist, and a sample is woven.<sup>10</sup>

When the proposed line is assembled, the manufacturer or converter has a showing. The mills or converters have showrooms varying in luxury with the price line of the merchandise they manufacture. The fabric is shown in samples approximately a yard square or two yards long and a yard wide. In the showrooms of manufacturers of less expensive fabrics, the samples are displayed on racks. Each sample can be removed from the rack and examined. In showrooms of manufacturers of more expensive fabrics, the samples are larger and they may be folded and arranged on shelves by patterns and colors. The customer is seated in a comfortable chair and a manufacturer's salesman drapes a sample of one fabric pattern on a nearby easel and drapes the same pattern in another color on another easel so that the buyer can compare them. The manufacturers order the amount of each material they want, and it is from these orders that the fabric mill determines the items and the quantities it will make up.

One designer, the owner of an exclusive yarn dyed fabrics concern, explained that in her company all of the samples in the line for a season are handwoven.

We design for large 'cutting' firms which manufacture expensive clothes. My assistant sees to it that all of the samples are woven correctly and that they are done on time. Generally a pattern is designed for one buyer. He arranges the colors and sizes of pattern to suit his own purposes and that design is kept exclusively for that buyer. However,

<sup>9</sup> *Ibid.*, p. 41

<sup>10</sup> *Ibid.*, p. 49

the manufacturer decide what to produce or promoting sales of his product by performing services for his customers

*Working with fabric manufacturers or converters* The fabric, like the garment industry is made up of specialists. Fabric manufacturers are classified by the type of yarn they work up into cloth—wool, cotton, silk, linen, or the synthetics, and the processes they perform. The steps involved in the production of cloth from yarn are weaving, coloring, and finishing. Fabric manufacturers or converters deal in a limited number of price lines, and sell cloth primarily to clothing manufacturers (the "cutting up trade"), to home furnishings manufacturers, or for industrial purposes. Fabrics made for apparel or home furnishings purposes are also sold to retail store buyers of piece goods departments.

Fabric manufacturers or converters have some standard items which they regularly produce—these are the fabrics and colors that customers know they can always find. The manufacturers' frequent experience has been that the new cannot be too radically different from previous lines or it will not sell. Although consumers go into a store and want something different from last year, what they tend to buy is the familiar distinguished by some new feature.

The characteristics of a fabric are its weight, texture, design or pattern, color, and finish. Any of these can be changed. Color and pattern are the primary fashion aspects of fabrics. Fabric is colored in three ways: the yarn used to weave the fabric may be dyed before the fabric is woven, or the fabric may be woven and then dyed as a whole piece (which happens with plain colors), or the fabric may be woven and then a design printed on it in different colors.

The designer always works within certain limitations. In yarn dyed fabrics (plaids and stripes), the only variations possible are in vertical, horizontal, and diagonal directions since the pattern is determined in the weaving process. The designer's ideas for printed patterns come from all sorts of places. Often they are old patterns rearranged and spaced or colored differently. Getting new, good ideas is one of a designer's major problems. Some manufacturers have a designer or more on their own staff. Some buy designs from commercial design studios or from freelance artists. As in the dress industry, there is the problem of protecting designs from being copied.

When creating new types of fabrics and different textures, the manufacturer thinks first of the needs of his customers. If the fabric house makes expensive fabrics which are used by high fashion designers, the manufacturer or his representative frequently talks to the designers to learn what type fabrics they may want.

Clothing manufacturers who make high style expensive clothes frequently use cloth of different weight and texture from the volume manufacturers. Hence the fabric manufacturer may weave as few as six

She visits artists for pattern companies since they might incorporate an idea in their fabric suggestions for home sewers that would influence sales of her company's product. She invites magazine editors to come see the new line and offers them photographs if they want to write a story for their publication.

She may write a newsletter for her company's traveling salesmen, giving them selling ideas and fashion information for use in conversations with their customers.

She visits retail stores which handle her company's fabrics or ready-to-wear made from her company's fabrics, talks with the store owners, merchandise managers, and buyers. She may take promotion ideas for their fabrics and, if the store is willing to use them, her company may provide displays. She talks to salespeople, giving them facts that will help them sell the products involved. From salespeople she learns customers' reactions to her company's products. She sends reports of what she learns to the head of her company for his use in planning the next line. Specific reports showing color popularity or preferences for different weights of material are very important.

If the retail store she is visiting sponsors a radio program, she may be invited to appear as guest speaker. She then tells the radio audience some of the same kinds of things she told salespeople. Thus she creates interest in her company's products and encourages customers to ask for them by name when they next go to the store.

She may work with the advertising staff of her company (if there is one) or with an advertising agency. She gives the copywriters information to use in writing about their fabrics and she may even contribute ideas for layout of the ads. Buyers from various stores or buyers from central buying offices drop in from time to time and the stylist may show them the new things in the line, telling them how the company's items are selling now, and getting helpful information about customer reactions. She may make suggestions about colors which she thinks can be combined well with others so that the buyer can offer his customers a better coordinated selection.

Some companies send their stylist to spend several weeks at resorts frequented by fashionably dressed women. They not only see what is being worn, but may get some design ideas that can be incorporated in their fabrics.

The stylist also keeps an eye on her company's competitors. She needs to know what their new colors and patterns are, and know what items in her own company's line approximate them so that she can suggest substitutes to a buyer who is looking for an item produced by a competitor.

One of the stylist's less pleasant jobs is finding ways to use up odds and ends of discontinued colors of yarn for her manufacturer.

the colors are changed and the pattern may be sold again to someone else the next year. We have a great deal of trouble with copyists. The only way we can protect ourselves is by seeing that our samples are not handed around too much.

Another designer explained the process in a large firm manufacturing printed cottons:

We have print libraries which contain ideas for prints and actual prints which we have produced. There is no such thing as an absolutely original design. Designs are always based on something that has gone before, and this "something" may date back as far as man can remember. If one design goes over well with the public, it is used again with slight variations during the next season. It is, in fact, used with variations until all of its potentialities have been exhausted or for as long as it remains popular.

There are free lance designers who make their prints and then try to sell them to the large mills. When we buy a print from a free lancer, we already know in what way we will use it. We do not employ staff designers to make prints to fit a particular material.

Much of our design work is done on scratch paper during conversation with a prospective consumer. For example, I had an appointment with a sport shirt manufacturer who had specified that he wanted a certain stripe in the weave. I had gathered a selection from my files of different background materials which met his requirements and also a sample of the different types of stripes produced in the past by my company. We determined the stripe by superimposing the samples on the chosen background. When colors other than those shown the samples were desired, we used colored pencils and produced the desired effect on notepaper.

The entire textile industry is almost fanatically devoted to producing something new at a fair price. There is and has to be a certain amount of cooperation among the large producers; they make an earnest effort not to reproduce one another's fabrics. However, the smaller companies get swatches of the materials produced by the large manufacturers and, in a matter of hours, they have analyzed chemicals, dyes, weave, and design used in the fabric. They can then reproduce a "knock off" which appears to be identical to the fabric produced by the large mill, but sells for a great deal less. Sometimes small concerns get swatches of the coming season's materials, send them to Japan (where the labor is cheaper) for reproduction and then sell them during the season for much less than the price asked by the original producer.

A home economist might work with a fabric manufacturer or converter as a designer or a stylist. The stylist is often the person who carries most responsibility for selecting the designs for prints and the colors for her company's fabrics.

She must be aware of fashion trends and see that they are anticipated in her company's line.

She helps sell her company's fabrics not by actually taking orders but by providing information to customers or to people who could influence customers. She writes to clothing manufacturers and buyers of piece goods departments of retail stores, telling them about new fabrics.

for design collections and promotions are often organized around a central historical, literary, or geographic theme. Courses in writing and typography are useful to the student interested in the promotional aspects of fashion.

*Extracurricular activities* Activities involving costuming not only with drama groups but also with dance groups are worthwhile. Designing and making costumes for a modern dance group, for instance, teaches one the importance of designing for movement.

*Summer experiences* Any summer experience that involves sewing helps develop skills, speed, and knowledge of fabrics and color. Sewing for others familiarizes one with the problems of fitting different figures and different age groups. A job assisting the wardrobe mistress for a summer stock company provides experience not only in making new clothes but in remaking others. Clothing is made for men in the company as well as for women. Because of the strong lights used in theatre staging, all clothing is lined. Also, fabrics must be of good quality and garments well constructed since the same things are worn again and again.

Working for a sewing machine distributor helping customers learn to use their machines and teaching sewing classes for beginners is another possibility. Experience as an assistant to a designer or as a model is ideal, but hard to obtain. Retailing experience is always valuable since one of the manufacturer's customers is the retail store buyer, this can be as a salesperson in the yard goods department for dress fabrics or home furnishing fabrics as well as in ready to wear.

*Part time work* Working on campus in the Textile and Clothing Department or in any of the art departments is desirable. Working part time in any of the positions mentioned under summer experiences would be valuable. Sewing for students on campus or women in the community is another possibility.

### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

An advanced degree is not necessary for progress in the fashion industry. Many home economics faculty members would encourage a student to attend a design school for additional experience, however. Professional design schools often have contacts with the trade which may help in finding that first job.

### PROFESSIONAL ASSOCIATIONS

Because of their common interests, women employed as designers, editors, stylists, and promotional people have formed organizations on a citywide basis. (The one in New York City is called The Fashion Group.) Such organizations help them get to know one another, and much of the

Students develop creative ability and aesthetic judgment in a design laboratory working with half size models (Photograph courtesy of the New York State College of Home Economics Cornell University)



The risk in a stylist's job is miscalculating the sales appeal of something she suggests. Hundreds of pounds of yarn or yards of cloth may be dyed at one time and in different weights. If it doesn't sell the mill loses a lot of money, and a bad decision may cost the stylist her job.

#### EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

There is no one prescribed or required curriculum for a student interested in designing fashion merchandise. The student may follow a textiles and clothing major and take additional courses in art or design.

**Courses** Work in flat pattern drafting, draping, tailoring, and advanced construction are desirable for an apparel designer. It is obvious that it is important to have a good knowledge of textiles and fibers as well as of construction. One needs to get the feel of fabrics—to learn how they can be handled and what their possibilities are. Course work in history of costume helps. Many designers stress the importance of going to museums or looking at paintings of clothing of the past or of other countries as sources of new ideas.

One assistant designer felt that typing was a "must" since a beginner is called upon to do a variety of odd jobs. She felt it was helpful to know a foreign language well also—Spanish and Italian for working with people in the workroom and French for reading magazines from abroad.

In both design and sales promotion, a broad general education helps an individual think of theme possibilities. Names for colors and titles



# Teaching in the Cooperative Extension Service

## EMPLOYING ORGANIZATION

The land grant colleges which came into existence as a result of the Morrill Land Grant Act of 1862 provided instruction at the college level in agriculture, home economics, and the mechanical arts. To make similar information about agriculture and home economics available to people not attending these colleges, the Cooperative Extension Service was created by the Smith-Lever Act of 1914.

*Objectives* The objectives of the Extension Service were more specifically defined in an amendment, which read, in part, as follows:

In order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same, there may be continued or inaugurated in connection with the college or colleges in each state agricultural extension work which shall be carried on in cooperation with the United States Department of Agriculture.

Cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise.

and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this Act<sup>1</sup>

*Sources of financial support* The Smith-Lever Act provided the initial funds for the organization and operation of the Extension Service. Subsequent legislation has made this program one which is supported cooperatively by the federal, state, and county governments. Funds may also be received from industry, business, and civic organizations.

<sup>1</sup>Public Law 83, 83rd Congress, 1st Session, S. 1679, June 26, 1953, p. 41

technique of sensing the trend in fashion is a matter of knowing people in the right places and being on good enough terms with them to be able to ask questions

These city associations sometimes operate a placement bureau for their members which helps them locate jobs when they want to change positions

#### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

*Women's Wear Daily* (a "must" in keeping up with what is happening on all fronts in the apparel world) and *Home Furnishings Daily* (the comparable publication for people interested in fabrics used in home furnishings) New York Fairchild Publications, Inc

In the women's and children's clothing fields other publications include

*Dallas Fashion and Sportswear* Dallas Mark J McKee, Publisher

*Femme Lines* New York Earl Barron Publications, Inc

*NAWCAS Retailer* Atlanta National Association of Women's and Children's Apparel Salesmen Inc

*Western Apparel Industry* Los Angeles Frank R Ackerman, Publisher

Some of the textile publications include

*America's Textile Reporter* Boston Frank P Bennett Co, Inc

*Fibre and Fabric* West Concord Mass Fibre and Fabric Publishing Co

*Modern Textiles* New York A H McCollough, Publisher

*Textile Industries* Atlanta W R C Smith Publishing Co

*Textile World* New York McGraw Hill Book Co, Inc

Popular magazines whose editors are interested in and influential in the fabric and fashion markets include

*Everywoman's Family Circle* New York The Family Circle, Inc

*Glamour* New York The Conde Nast Publications, Inc

*Harper's Bazaar* New York Hearst Corporation

*Mademoiselle* New York Street and Smith Publication

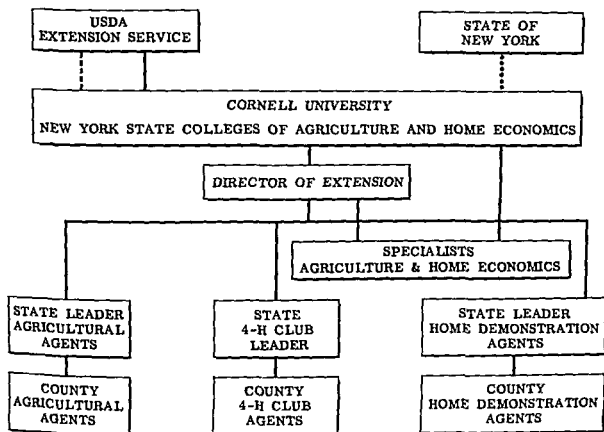
*Seventeen* New York Triangle Publications, Inc

*Town and Country* New York Hearst Corporation

*Vogue* New York The Conde Nast Publications, Inc

*Woman's Day* New York Fawcett Publications, Inc

*The Workbasket* Kansas City, Mo Modern Handcraft, Inc



## KEY TO RELATIONSHIPS

Administrative ——— By agreement - - - - - By law .....

FIG 121 Organization of Cooperative Extension Service in New York State (Reprinted with permission of the New York State Leader, Home Demonstration Agents)

## MAJOR FUNCTION 4-H CLUB AGENT

The 4 H Club is the Extension Service method of conducting an informal educational program to assist young people in acquiring desirable knowledge, skills, and character traits

4 H Club activities include homemaking projects in food and nutrition, clothing, home improvement, home management, and child development. They include agricultural projects in crops (vegetable and fruit), live stock (cattle—beef and dairy, swine, sheep, horses), poultry, marketing of farm produce, soil and water conservation, forestry, wild life, farm management, and farm buildings and equipment. There are some general projects, such as health, safety, community development, home nursing, and junior leadership.

4 H Club members keep records of their progress in completing their projects. They then submit their records and the products involved, if any, for evaluation by qualified judges who help them learn how to

soring specific activities. The adult programs receive a small proportion of their total budget from a membership fee.

The amount of money the county government contributes is decided by the County Board of Supervisors after counsel with elected leaders of the County Extension Service Association. Funds for the extension service are one item in the total county budget.

### PLACE IN ORGANIZATION STRUCTURE

Although the specific title of the extension service differs from state to state, the basic structure is similar. In New York State, the extension organization at the county level is called the County Extension Service Association, and it consists of the Agricultural, Home Demonstration, and 4-H Club Departments. This association is a subordinate governmental agency consisting of an unincorporated organization of the citizens of a county interested in agriculture, homemaking, and betterment of youth.

The county staff consists of an agricultural agent, a home demonstration agent, and a 4-H Club agent. In many counties the professional staff also includes associate and assistant agents. In New York State the agents are the field staff of the Colleges of Home Economics and Agriculture and the U. S. Department of Agriculture. They help translate research results for people of the state and inform the Colleges of problems found in the various counties of the state.

The Extension Service has an administrative staff at the state level. State leaders work with the county staff in developing programs for each department. At the state level there are also extension "specialists." These staff members specialize in particular subject matter areas and serve in a program leadership and resource role. They provide teaching materials and training for agents, prepare publications, and do direct teaching throughout the state as well as cooperating with other department members (see Fig. 12.1).

The three departments—Agriculture, 4-H Club, and Home Demonstration—are administered locally by an elected executive committee of lay volunteers. The responsibilities of this advisory committee are (1) to employ agent staff jointly with the state leader's staff, (2) to help determine policies, and (3) to aid in developing a county program of work.

### POLICIES AND STANDARDS

Policies about program and personnel (such as in service training and vacations) are made at the county and state level. Agents help make the decisions about the type of program which will be offered by the Extension Service.

## FOOD AND NUTRITION

*Long-Time Program Objective*

To help club members acquire nutritional knowledge, an understanding of food preparation principles, and skills in the wise management of resources

*Specific Objective for This Year*

To increase the knowledge of nutritional balance found in daily food patterns for club members (boys and girls) 10-13 years of age

To increase the knowledge of the science of food preparation principles and management skills for girls 13-15 years of age

*Information to Be Taught*

- 1 Basic 4-food group—its relation to proper body and health development
- 2 Development of daily food patterns including use of basic 4 food group—encouraging the planning and preparation of appetizing and nutritionally satisfying meals geared to the age and experience of the individual
- 3 Scientific food principles involved in making yeast breads, including variations of basic recipe
- 4 Planning, preparation, and serving of a complete meal, how each family distributes its time, energy, and money expenditures while maintaining adequate nutritional balance in the family diet

<i>Teaching Methods</i>	<i>By Whom Taught</i>	<i>When</i>
Individual project lessons	Ass't agent and local leaders	When a new club forms
Leader project training	Ass't agent and specialists	Fall
"Yeast Breads" Advanced Foods Demonstrations	Club leaders and members	At meetings and at spring demonstration days
Field trips to grocery stores, hospital diet kitchen, college, and so on	Clubs with leaders	Fall and spring
Exhibits	By club	National 4 H Week County Fair
Use of comparison time, energy, and money studies	Leader with club	At club meetings

*Resources*

Home economics publications  
 Home Demonstration Department and homemaking teachers  
 Dietitians  
 Public service organizations  
 Bulletins and project material  
 Marketing information

*Evaluation*

Club member record sheets, club exhibits, club member demonstrations, home visits by leader and assistant agent (as appropriate)

improve their work. If a project involves acquiring information or learning processes, members share their new knowledge with other members by giving talks or demonstrations.

The philosophy of 4 H Club work is that useful work experience, ownership and management of property, marketing, practical record keeping and reporting of achievement are important in youth development. Projects vary in difficulty so that they offer continuous challenge as members mature. There are projects not only for farm youths, but for rural non farm, suburban and urban young people as well.

Thus the Extension Service makes a dynamic contribution to society by helping young people acquire skills, competencies, and desirable character traits which prepare them for economic, social, and civic leadership responsibilities as adults.

*People served* Any boy or girl ten to nineteen years of age who is interested in carrying on a 4 H Club project may become a member of a 4 H Club. The club may consist of boys, girls, or both.

*Getting to know the needs of individuals served* Determining the situation and trends which affect the people in the county, their needs and interests, is the responsibility of the 4 H Club agents and the local committees that assist the agents.

*Determining a satisfactory plan for meeting these needs* A long range plan of work is made. The 4 H Club agents in each county are responsible for a yearly plan which is concerned with that portion of the long range plan to be emphasized for the current year. This plan is outlined by subject matter areas, it includes the objectives for the year, subject matter to be taught, and methods to be used for each area of the program.

In New York State the agent has a homemaking advisory committee which is composed of some of the club leaders and perhaps one or two junior leaders (older, experienced 4 H Club members) who work with her in setting up the county plan of work. In determining projects to be offered, the agent and the advisory committee consider the age and experience of the club members and the personnel available to teach the club leaders who, in turn, will teach the projects to the boys and girls. The person who teaches the club leaders may be the agent herself, one of the specialists from the college, or some skilled member of the community who is willing to volunteer his services to the 4 H Club. Note that the agent usually teaches the adult club leaders, not the members.

A county usually has a three-year plan for leader training in each of the 4-H Club's numerous projects. Here is an example of a county plan of work on food and nutrition.\*

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\* From a New York State 4 H Club agent's "County Plan of Work," 1962.

results, and writes a final report which summarizes the work done. See Fig. 12-3 for a sample of a completed project record.

*Arranging demonstrations.* Learning to give a good demonstration is included in 4-H work because it helps club members develop poise and self-confidence as they learn to think, act, and speak before an audience. Learning how to do well the work involved in a project, and showing someone else how to do it—thereby “extending” the best practices—has been a keystone in the teaching methods of the extension service in all three departments. A member may demonstrate any suitable idea. For example, a member may demonstrate how to pin a pattern on cloth, how to wash and block a sweater, how to mend with a sewing machine, or how to perform any other aspect of sewing appropriate for her level of competence.

Demonstration opportunities are offered all members within their local 4-H Club and at county demonstration events. Members selected as excellent demonstrators at the county level may be named to participate in district and state demonstrations. Similar educational opportunities are made available in other areas of the 4-H Club program, and thereby enable members to widen their experience beyond their own community.

The program of a typical demonstration day is as follows:

- 9:30-9:45 Meetings of demonstrators and judges to explain program for the day
- 10:00-12:00 Demonstrations in home management, foods, clothing, and home improvement. Each type of demonstration is given in a separate room with judges of its own.
- 12:00-1:15 Lunch
- 1:30-2:30 More demonstrations or a special program, depending upon the number of demonstrations
- 2:30-3:30 Awards to demonstrators
- 3:30-4:00 Meeting of judges with demonstrators for comments and suggestions for improvement

(See Fig. 12-4 for the qualities on which a demonstration is judged, and Fig. 12-5 for definitions of terms used in the judges' work sheet.)

Certificates of participation may be awarded to club members taking part in such events, or they may receive awards of “excellent,” “good,” or “worthy,” depending on the quality of the work. Each member has the opportunity for a conference with the judge to learn how she may improve in skill and subject matter.

It is the agent's responsibility to contact people to act as judges for the demonstration. In homemaking demonstrations the judges may be local home economists or the public utility home service representative (if it is a food demonstration), agents from other counties, or extension specialists. The 4-H Club agents serving the clubs from which contestants come usually do not act as judges because of the possibility of bias.

*Executing the plan.* The work of the 4-H agent follows a yearly sequence. In New York State it begins in October and November with the formation of new clubs and the reorganization of existing clubs.

*Club organization.* In most states, a standard club must have at least five members (it is possible for a person to be an individual member, however), it must have a leader, and each member must complete at least one project. Usually club members complete more than one project a year. It is recommended that members put on a local exhibit to show their completed projects, that they give demonstrations, and that they participate in community service activities.

The program of a 4-H Club meeting usually consists of a business meeting, demonstrations, and discussions of project work plus social activities. Standard parliamentary procedure is followed; hence, through these meetings members learn the democratic process and acquire skill in leadership.



FIG 12.2. 4-H Club emblem. (Reprinted with permission of the United States Department of Agriculture, Federal Extension Service.)

The club emblem is a green four-leaf clover with a white "H" in each leaf of the clover. The white symbolizes purity; the green, the great out-of-doors as well as youth, life, and growth.

Any adult who is interested in the objectives of the 4-H Club and willing to take the leader-training classes given by the extension service may apply to become a leader. Often, local leaders are parents of children interested in 4-H.

One of the responsibilities of the 4-H Club agent is visiting people who might become 4-H leaders to explain 4-H Club work to them and to tell them how to organize a club. In some communities where there are many competing interests, finding leaders is a problem. However, parents who have been leaders have said that they feel the experience helps them understand the behavior of their own children as well as that of 4-H Club members.

*Local club program planning.* It is the 4-H Club agent's responsibility to work with the clubs and/or their leaders in planning the yearly program. The program consists of the projects which the members have chosen from the county plan of work for the year.

Each member selects a homemaking project, an agricultural project, or a combination of agricultural and homemaking projects each year. In working on a project, the member keeps a record of costs, labor, and



## EXTRA THINGS I HAVE DONE THIS YEAR THAT ARE NOT DIRECTLY CONNECTED WITH A PROJECT

What I have done	Number of Times
Smores	7
Brownies	2
Peel potatoes, scrape carrots	9
Tossed salad	4
Fudge, pop corn balls	2-1
Milkshakes	
Beverages - lemonade	14
Total	* 39

\*From my 4-H calendar record

Number of meals I prepared

Breakfasts \_\_\_\_\_ Packed lunches \_\_\_\_\_

Lunches or suppers \_\_\_\_\_ Outdoor meals \_\_\_\_\_

Dinners \_\_\_\_\_ Buffet meals \_\_\_\_\_

Other \_\_\_\_\_

Total Meals \_\_\_\_\_

OTHER ACTIVITIES  
(give number)

Rad o. \_\_\_\_\_ Talks \_\_\_\_\_

TV programs \_\_\_\_\_ Trips \_\_\_\_\_

## COMMUNITY SERVICE

Waiting table ✓ social Food Sales \_\_\_\_\_

Setting table \_\_\_\_\_ Other \_\_\_\_\_

## CERTIFICATION

I am familiar with this work and to the best of my knowledge it has been completed satisfactorily

Mrs. John Stewart  
Parent

Genevieve Stewart (my aunt)  
Leader

September 7, 1960  
Date

Betty Smith  
Agent

FIG 123 (cont'd)

Getting competent judges—in view of the educational objectives of the demonstration—is one of the most important and difficult responsibilities. Judges normally are not paid for their services. One county, however, solved this problem by paying judges a small fee and requiring them to take training in judging procedures. This board of judges could be called upon to perform this service more than once.

The agent must also make detailed plans for the day for luncheon, supplies, and people to assist in the various activities. She must also prepare a publicity release for the local newspaper, and file a summary and evaluation of the event for future reference.

The 4-H Club Department secretary may help the agent with some of the details. Older 4-H Club girls, local leaders, executive committee members, homemaking advisory committee members, or council members can also assume some of the duties.

One agent described her life on a demonstration day as "answering questions"—those of the judges about their procedures, those of the helpers about what they could do to help, and those of the participants who want to know just what is expected of them.

NEW YORK STATE COLLEGE OF HOME ECONOMICS  
A UNIT OF THE STATE UNIVERSITY OF NEW YORK  
CORNELL UNIVERSITY ITHACA, NEW YORK

4-H CLUB FOOD AND NUTRITION RECORD



Name Barbara P Stewart  
P O Address Bath, N.Y.  
Age 11 Year in Club work 1 County Steu ben  
Name of Club Sunshine Girls

Directions

1. All Foods projects are to be reported in this record book.
2. Use a separate page for each project.
3. Report food preservation on pages 6 to 7

Name of Project ABC's of Cooking

What I have done to meet  
the project requirements

Number of Times

	at Meeting	at Home
Cinnamon Candy Apple	1	1
Vegetable Relish Plate	1	4
Baking Powder Biscuits <sup>(6)</sup> cheese		1
Cookies	0	3
Table Setting		22
Total	4	31

Number of meals I prepared while taking this project (2 months)  
Breakfasts 5 (helped) Packed lunches \_\_\_\_\_  
Lunches or suppers \_\_\_\_\_ Outdoor meals 1  
Dinners 12 (helped) Buffet meals \_\_\_\_\_  
Other 1 Birthday party  
Total Meals 19

FOOD PRESERVATION RECORD

Canning

Foods I Canned

Foods I Helped to Can

	Qts.	Pts.	Total in Qts.	Qts.	Pts.	Total in Qts.
Fruits						
Vegetables						
Jams						
Meats						
Total						

Other Food Preservation

Foods I Preserved

Foods I Helped to Preserve

	Pts.	Pts.
Jams		
Jellies		
Marmalades		
Other		
Total		

Freezing

Foods I Froze

Foods I Helped to Freeze

	Pts.	Qts.	Lbs.	Pts.	Qts.	Lbs.
Fruit						
Vegetables						
Meats						
Total						

NUMBER OF DEMONSTRATIONS I HAVE GIVEN

Title of Demonstration	Given at					
	Club	County	Sub-district	District	State	Other
Table Setting	1					

EXHIBITS I HAVE MADE

Title of Exhibit	Number of Entries at					
	Club	County	Sub-district	District	State	Other
Biscuits						
Baking powder						
Grand butter cake						
ed with muffins						

FIG 123 Typical completed project record (Reprinted with permission of the New York State 4-H Club)

### Definition of Terms Used in Judges' Work Sheet

Anyone who judges 4 H Club demonstrations should be well acquainted with the meanings of the terms used in the Judges' Work Sheet. It is recommended that local judges attend leader training meetings to learn the philosophy and purpose of the demonstration program.

#### I DEMONSTRATOR

- Appearance — neat and properly dressed for the job
- Voice — clear, with distinct enunciation, and reasonably strong
- Posture — appropriate for demonstration
- Manner — poise, action and behavior

#### II PRESENTATION

Introduction — this is not an introduction of the demonstrator but an explanation of why the demonstration is important to the demonstrator and the audience. Usually a demonstration shows a skill learned in a 4 H Club project.

Equipment — implies suitable choice, arrangement and use. Arrangement means placement of equipment for efficient use. Choice means selection of the right equipment for the job. Equipment should be used in the generally accepted manner. It is not necessary to recite a list of the equipment to be used in the demonstration but rather to identify it as it is used.

Charts and Models — may be used when necessary. When used they should be neat, concise, and appropriate. These aids are often helpful to:

- a Show an enlarged view of a detail
- b Show a reduced scale model when it is not practical to have a full scale article
- c Show a cross section
- d Summarize steps in an operation
- e List pertinent information such as a formula or recipe

Grammar and Vocabulary — means correct grammar and choice of words that make the meaning clear.

Organization — present the points of the demonstration in a logical order.

Summary — a concise review of the main points of the demonstration. It should not include new material.

Results — the general effectiveness and audience reaction to the demonstration is considered. If a product is made, its quality is judged.

#### III SUBJECT MATTER

Source Material — Information should be accurate and up-to-date. Demonstrators should include sources of information at appropriate points in the demonstration.

Knowledge — The demonstrator should show good understanding of his subject. It is not imperative that the demonstrator ask the audience for questions.

Was it a show how demonstration implies that the subject matter has been presented in such a manner that the audience has been shown how to make or change something.

FIG. 12.5 Definition of terms used by 4-H Club judges (Reprinted with permission of the New York State 4-H Club)

# NEW YORK STATE 4-H CLUB DEMONSTRATION JUDGES' WORK SHEET

Name \_\_\_\_\_ Address \_\_\_\_\_ County \_\_\_\_\_ Age \_\_\_\_\_ Yrs in Club \_\_\_\_\_  
Work \_\_\_\_\_

Total times  
given

(Name of Project)

(Title of Demonstration)

No of Different  
Demonstrations

Factors Considered in Rating

## I Demonstrator (Approx 1/4 of rating)

Appearance

Voice

Posture

Manner

## II Presentation (Approx 1/2 of rating)

Introduction

Equipment

Charts and Models

Grammar and Vocabulary

Organization

Summary

Results

## III Subject Matter (Approx 1/4 of rating)

Source Material

Knowledge

Was it a show how demonstration?

Yes

No

Team Demonstrations

Was a team needed? In other words, could one team member have done this demonstration more effectively alone? Was there a division of activities between team members based upon the ability of the members and the requirements of the demonstration?

Rating

Excellent

Good

Worthy

Comments

Excel

Good

Worthy

FIG. 12.4 Judges' work sheet (Reprinted with permission of the New York State 4-H Club.)

world is the International Farm Youth Exchange Outstanding 4 H Club members apply for the opportunity to live with a farm family abroad for several months This program is handled in much the same way as are the American Field Service visits abroad Frequently the 4-H members going on IFYE trips are college students

The county Club agents usually accompany 4 H Club members on all trips except the international ones This provides the agent with opportunity to have first hand contact with the boys and girls

In June there are also preparations for the Dress Revue (see below), preparation for the county fair, and a training course for those who will judge the clothing projects

July involves additional preparation for the county fair, and home visits are made to see the progress members are making on their projects

*Assisting in or directing camp activities* During the summer months many of the counties have camp activities An opportunity for camping experience is made available to any 4 H Club member who would like to attend There are several camp sites used throughout the state and each county is given a period during which its members may attend Several counties use the camp at a time The 4 H agents may staff the camp as directors and assistant directors Older 4-H Club members serve as camp counselors The activities are similar to those of any standard camp program

*Organizing the judging of clothing projects and arranging for Dress Revues* Clothing is a popular project area, and members who complete clothing projects may enter them in state awards programs

Another activity connected with clothing projects is the Dress Revue, in which girls model the garments they have made, and a commentator describes the fabric used, the occasions for which the garment is suitable, and the cost of construction Dress revues are frequently presented for various community organizations Here is an agent's account of the dress revue in her county

Each girl was given three separate opportunities She talked with two judges about the construction, fit, and suitability of her garment She was told what she had done well and what techniques could be improved in the future She practiced modeling her garment as the commentary she had been encouraged to write herself was read She was able to view two film strips on "Color and You" This opportunity was also available to leaders and parents

Those girls over 14 years of age with three years of experience and who received blue awards were invited to a special practice session on modeling taught by a former model They not only practiced modeling to their commentary but also learned more detail about pivots, carrying purses and gloves and so on The teacher selected some of these girls and worked with them in private on walking Almost without exception they were the girls with less experience who had never attended a Dress Revue After this session the model, a former 4 H agent, and a news

May brings the county recreational contest and talent show as well as the annual homemaking trip to New York City

*Taking members on educational trips* 4 H Club members "win" trips to various places in the state as recognition of their outstanding work during the year. The winners are chosen on the basis of the yearly project reports made to the county agent. In New York State, the trip—to New York City—is an educational one including such experiences as a tour of a pattern company, a magazine research center, a college offering education in home economics. Frequently the home economists at the places they visit comment on their work as a career.

Or the trip may involve a visit to the state capitol. Tours of the capitol, visits to sessions of the legislature, breakfast with assemblymen from their district of the state, and a reception by the governor are often part of the members' experiences. For citizenship experience, learning to make contacts with men and women of the community in positions concerned with the public welfare is emphasized. These trips also provide members an opportunity to meet members from other clubs, and to exchange mutually beneficial ideas. According to one agent:

The first step in arranging some trips is to get a sponsor [Sponsors are people or organizations in the community who are not part of 4 H, but who support the work done by the organization. Frequently they donate money for some activity of the club.] After the money for the trip is obtained, application forms are sent to eligible members. The applications for the New York City trip are judged by me together with a leader, and the sponsor. When the winners are chosen a newspaper article is prepared. I sometimes drive the members to their destination and chaperone them during their stay there.\*

Another trip comes in June when the county is represented at the annual Club Congress at the state university. This is a three day visit to the state colleges of home economics and agriculture for outstanding members of the county. The club members live in the college dormitories and attend a program of events including special interest sessions in subject matter and career information, tours of the colleges, entertainment, and inspirational meetings. To attend the state Club Congress is one of the high points of any 4 H Club member's career.

Members who have won various state contests or other distinctions are eligible to go to the National Club Congress, which is held in Chicago. Frequently the members eligible for the National Club Congress are college students. In Chicago, educational presentations similar to those offered at the state congress level are offered and national winners in various 4 H activities are chosen.

A trip which expands a 4 H Club member's contacts to include the

\* Unless otherwise noted the indented comments in this chapter are paraphrased statements obtained from extension agents who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, NY.

# ENTRY BLANK FOR CLOTHING REVUE

Name Martha G  
 Address 320 Coddington Road  
 Name of 4-H Club Independent  
 Name of Your Leader

Date of birth July 10, 1944 Age 16  
 Color of hair Brown Eyes Brown  
 Height 5 ft. 4 in. Weight 112  
 Years in Homemaking Club work 6  
 (Including this year)  
 Years in Clothing Project work 4  
 (Including this year)

County Tompkins  
 County Dress Revue 6/27 Date 60  
 District Revue \_\_\_\_\_ Date \_\_\_\_\_

## DIVISION (check one division only):

District or county

County only

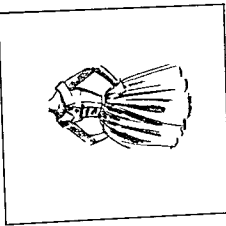
School outfit	Dress outfit	Sport outfit	Tailored outfit	Prom or party dress
	<u>x</u>			
Apron	Blouse	Skirt	Housecoat	Pajamas
				Other

## DESCRIPTION OF COSTUME:

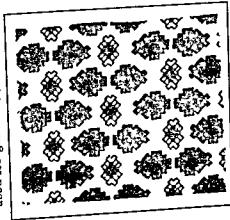
Garments made: \_\_\_\_\_ Cost: \_\_\_\_\_  
 Best Dress \$28.00

Accessories used \_\_\_\_\_ Color \_\_\_\_\_ Material \_\_\_\_\_  
 Hat \_\_\_\_\_  
 Gloves White  
 Purse White  
 Shoes White  
 Other \_\_\_\_\_

Attach pattern picture or a sketch of garment(s) made



Attach sample of material(s) used for garment(s) made



Write a short paragraph about your costume - telling why you made it or where you'll wear it, or anything that could be used for an interesting comment at the clothing revue

Fig 120. Entry blank for clothing revue. (Reprinted with permission of the New York State 4-H Club.)

paperman acted as a committee of three to judge the seven finalists for State Dress Revue<sup>4</sup>

(See Fig 12 6 for a sample of a completed entry blank of the type members wishing to participate in clothing revues must file )

*Organizing and administering members' participation in fairs* Local, county, and state fairs give 4 H Club members a chance to exhibit the animals they have raised, the baked goods they have made, the fruit and vegetables they have canned, the clothing they have made, or the other projects they have completed The things they exhibit are judged, and a sheet of the judges' comments attached Ribbon awards are given indicating the quality of their product blue, excellent, red, good, white, worthy In addition, cash premiums may be offered The fair program may also include demonstrations by district winners in different projects Many times a dress revue in which county winners participate is included as part of the fair program

Agents are interested in improving the quality as well as increasing the number of the projects exhibited by their county's members The pride one agent felt in the accomplishments of members in her county is apparent in her quarterly report

More ——— County 4 H homemaking members than ever before were selected to participate in activities of the state fair Exhibitors are selected by judges from exhibits at the ——— County Fair Demonstrators are selected from the blue ribbon groups at the District demonstration days held in the spring Working demonstrators are also selected from the blue ribbon groups at the District level Dress Revue girls are selected from the county dress revue held during the summer months

Forty nine girls exhibited in the various homemaking fields We had 26 baking exhibits (7 blue 11 red, 7 white and 1 no award placings), 10 canning exhibits (6 blue 3 red, and 1 white placings) and 19 clothing exhibits (16 blue and 3 red awards)<sup>5</sup>

The "working demonstration" referred to above is a continuous demonstration of furniture refinishing or some other process

Participation in the county fair and preparation for the state fair take place in August The agent's responsibilities for the county fair include getting judges, ordering supplies, scheduling, contacting newspapers for publicity, getting sponsors, and setting up premium lists

The state fair is held in August or September The agent must check entries, make entry tags, prepare news releases, set up exhibits, assist the judges, and check records to have an accurate report of what each member did at the fair and what awards each received Since some club members stay at the fair overnight sleeping in a dormitory-type arrangement at the fair grounds, the agents may also be called upon to act as chaperones

<sup>4</sup> From the quarterly report of a New York State 4 H Club agent

<sup>5</sup> *Ibid*



# ENTRY BLANK FOR CLOTHING REVUE

Name Martha G  
 Address 320 Coddington Road  
 Name of 4-H Club Independent  
 Name of Your Leader \_\_\_\_\_

Date of birth July 10, 1944 Age 16  
 Color of hair Brown Eyes Brown  
 Height 5 ft 4 in Weight 112  
 Years in Homemaking Club work 6  
 (Including this year)  
 Years in Clothing Project work 4  
 (Including this year)

County Tompkins  
 County Dress Revue 6/27 Date 60  
 District Revue \_\_\_\_\_ Date \_\_\_\_\_

DIVISION (check one division only)

District or county

County only

## DESCRIPTION OF COSTUME

Garments made \_\_\_\_\_ Cost \_\_\_\_\_  
 Best Dress \$8.00  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Accessories used \_\_\_\_\_ Color \_\_\_\_\_ Material \_\_\_\_\_

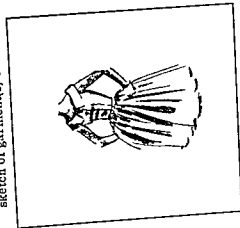
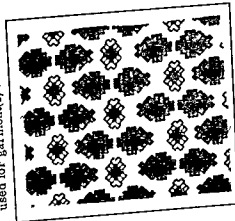
Hat \_\_\_\_\_  
 Gloves White  
 Purse White  
 Shoes White  
 Other \_\_\_\_\_

Write a short paragraph about your costume - telling why you made it or where you'll wear it or anything that could be used for an interesting comment at the clothing revue

School outfit	Dress outfit	Sport outfit	Tailored outfit	Prom or party dress
	x			
Apron	Blouse	Skirt	Housecoat	Pajamas
				Other

Attach pattern picture or a sketch of garment(s) made

Attach sample of material(s) used for garment(s) made



paperman acted as a committee of three to judge the seven finalists for State Dress Revue<sup>\*</sup>

(See Fig 12-6 for a sample of a completed entry blank of the type members wishing to participate in clothing revues must file)

*Organizing and administering members' participation in fairs* Local, county, and state fairs give 4 H Club members a chance to exhibit the animals they have raised, the baked goods they have made, the fruit and vegetables they have canned, the clothing they have made, or the other projects they have completed. The things they exhibit are judged, and a sheet of the judges' comments attached. Ribbon awards are given indicating the quality of their product: blue, excellent, red, good, white, worthy. In addition, cash premiums may be offered. The fair program may also include demonstrations by district winners in different projects. Many times a dress revue in which county winners participate is included as part of the fair program.

Agents are interested in improving the quality as well as increasing the number of the projects exhibited by their county's members. The pride one agent felt in the accomplishments of members in her county is apparent in her quarterly report:

More ——— County 4 H homemaking members than ever before were selected to participate in activities of the state fair. Exhibitors are selected by judges from exhibits at the ——— County Fair. Demonstrators are selected from the blue ribbon groups at the District demonstration days held in the spring. Working demonstrators are also selected from the blue ribbon groups at the District level. Dress Revue girls are selected from the county dress revue held during the summer months.

Forty-nine girls exhibited in the various homemaking fields. We had 26 baking exhibits (7 blue, 11 red, 7 white, and 1 no award placings), 10 canning exhibits (6 blue, 3 red, and 1 white placings) and 19 clothing exhibits (16 blue and 3 red awards).<sup>\*</sup>

The "working demonstration" referred to above is a continuous demonstration of furniture refinishing or some other process.

Participation in the county fair and preparation for the state fair take place in August. The agent's responsibilities for the county fair include getting judges, ordering supplies, scheduling, contacting newspapers for publicity, getting sponsors, and setting up premium lists.

The state fair is held in August or September. The agent must check entries, make entry tags, prepare news releases, set up exhibits, assist the judges, and check records to have an accurate report of what each member did at the fair and what awards each received. Since some club members stay at the fair overnight, sleeping in a dormitory-type arrangement at the fair grounds, the agents may also be called upon to act as chaperones.

<sup>\*</sup> From the quarterly report of a New York State 4 H Club agent.

<sup>\*</sup> *Ibid*

month. Scheduling and attending these meetings, and planning the agenda with the chairman are responsibilities of the agent. The agent's staff plans and conducts many organizational meetings such as leadership training courses and officer training for the clubs. Many agents try to visit at least one meeting of each club each year. It is not uncommon for an agent to travel 1000 miles a month to carry out her duties.

*Keeping records and preparing a budget estimate.* The agent is responsible for keeping a record of the work done in the county and for making quarterly reports to the state leader's office. This means securing reports from the groups that use extension materials. These reports are submitted regularly and cover the subject matter taught, the number of people participating, and an evaluation of the success with which the particular topics were studied.

The department prepares a yearly budget and keeps records of all expenses and receipts. As a governmental agency, it must keep accurate accounts of how the money allotted was spent. This record also serves as a basis for the next year's budget request.

*Handling telephone calls and office calls.* The county office receives many telephone and office calls for information. During one year the Extension Service Association of one county had 5758 people stop in the office, answered 11,383 telephone calls for information, and distributed 133,419 bulletins and sets of mimeographed material.

*Communicating with members and the general public by radio and television.* Many agents have a regularly scheduled television and/or radio program. The topics of the programs relate to the subjects the departments are considering at that particular time of the year. Sometimes departments share broadcast time.

*Cooperating with other organizations.* The agents of all three departments take an active part in community affairs and help in community projects. They may provide programs for different groups, help to plan the county and state fairs, talk to high school homemaking students, or serve as judges of homemaking projects completed by members of the Grange. Sometimes other groups, such as the Red Cross, conduct training classes for the extension service.

## OTHER FUNCTIONS

*Supervising a secretarial staff.* Each department has its own secretary. The agent employs, trains, and supervises the work of the secretary. The co-secretary is responsible for greeting office callers, filing, typing correspondence, mimeographing material, preparing financial reports and records, and doing the bookkeeping.

*Paper work.* The agent keeps a record of department activities, receives and tabulates reports from the club leaders, and prepares reports

*Recognizing accomplishments at achievement programs* During October or November, Club Achievement and County Achievement Nights are held in which recognition is given to individuals for completing their projects, to clubs for their number of completed projects, and to local leaders for their efforts to improve the performance of their members and club. Individual members who have completed their projects are given a 4-H pin. Clubs which have a complete project for each member are given an award such as a 4-H Club flag or plaque. Outstanding members receive medals for high achievement.

Parents are often invited to attend these meetings, it helps make them aware of the work done by their sons and daughters. The general public may also be invited so that new people may learn about 4-H Club work.

The achievement program of one New York State county was held in a central school building. Forty clubs participated and over 750 people attended. Newly formed clubs were invited to attend in order to see what could be accomplished, and prospective leaders and members were asked to attend so that they could see the results of 4-H Club work. The event also received local newspaper coverage.

Sometimes achievement programs take the form of a party sponsored by an outside organization. For instance, the local branch of the Kiwanis Club arranged a theater party as part of the program for one county in New York State one year. The Kiwanis Club paid the management of the theater to run a movie for 4-H'ers as part of the entertainment. All members who had completed their projects were admitted free of charge, others had to pay.

If there is no outside program of this sort, club members provide their own program. This may include giving reports on trips or camp experiences, installing new officers, and putting on skits, exhibits, and demonstrations.

In December, the year's program is summarized and evaluated, and future training schools are planned.

*Visiting homes of 4-H Club members* The 4-H agent handling agricultural projects visits individual member's homes to help boys and girls with their projects in raising animals, poultry, or crops. The homemaking agent may visit a member's home to see how she is doing with a home improvement project or to help her prepare for a demonstration. One agent said:

My greatest satisfaction comes from working with young people and the leaders. I like people, and I work with all kinds. Sometimes when I visit a home I am served tea from a silver tea service, and sometimes the woman has to move a pile of diapers before there is room to sit down.

*Arranging and attending meetings* There are numerous meetings necessary to conduct the many-faceted program of the extension service. The executive committee for each department usually meets once a

must constantly pick and choose the thing that is *most* important to do next

My main reason for preferring 4-H work, however, is that deep down inside, you're a missionary. You have the "faith" and you want to share it

### TYPICAL DAY

One agent described her typical day as follows

I arrive at the office at 9 00 AM. My first concern is to look over the messages from phone calls and to sort them into those that require immediate attention and those that can wait. Calls from leaders and prospective members are answered immediately.

Frequently my morning agenda includes a conference with the other 4 H agents about questions or problems in the county. The arrival of the mail brings correspondence that must be answered. Noontime often finds several visitors in my office, and by then it is time for lunch.

I usually spend the afternoon making visits to the homes of leaders, prospective leaders, or groups of girls. I choose two or three in the same area, and notify them ahead of time that I will be seeing them on this day. These visits may be for the purpose of organizing a new club or helping an old club plan a program for the year. Sometimes, however, they include attending a club tea as the guest of honor.

These visits may mark the end of a busy day. Sometimes I am expected back in the evening for a leaders' meeting, a meeting of the executive committee, or another meeting of some sort.

Often an entire day (or several days) may be spent preparing for a training school. Material must be written and mimeographed. Arrangements must be made for the meeting itself, and if lunch is to be served, arrangements for its preparation and service must be made. Getting supplies means a shopping trip, particularly if it is a food project that is being taught. Demonstration days, camps, fairs, and dress revues require even more time and planning.

### MAJOR FUNCTION HOME DEMONSTRATION AGENT

The purpose of home demonstration work is to help people improve their economic and social well being and contribute to better homes and better communities by making available to them information from the state colleges of agriculture and home economics and from the U S Department of Agriculture. Specifically, the programs for home demonstration work are built around the subject matter areas of home economics. Child development and family relationships, food and nutrition, household economics and management, housing and design, institution management, and textiles and clothing, together with subject matter pertinent to community problems.

*People served.* Home demonstration work serves all the people of the state, but in developing a program, the staff considers such special audiences as

for department use and the state leader's office. In addition the 4 H Club agents must see to it that the achievement records of the members are complete.

*Evaluation of the year's work* At the end of the year the 4 H agent estimates the extent to which her department has helped participants in the 4 H Club program to meet the objectives which were stated at the beginning of the year.

Since participation in 4 H work is voluntary one objective measure of the success of the program is the number of club members and the number of new clubs formed. The number of members who received special recognition and the number who took part in each of the 4 H Club activities also serve as tangible evidence of accomplishment. Agents can also base their estimates of success on the number of home visits they made, the number of people who came to the office for information and number of news articles which were prepared and published, the number of radio talks and television broadcasts prepared and given and the number of bulletins which were distributed.

The development of the club members includes an even more important subjective factor which cannot be measured or counted. It is indicated in the following statement made by a 4 H Club member:

I feel that I would like to become a 4 H agent because it involves working with all types of people, seeing all of the state and practicing in all of the fields of homemaking. I enjoy all phases of home economics and in this field I can do a little of each and still work with others while doing so. I will be able to teach others and watch them grow and develop and see how their club work will help them to be well rounded, well developed people.

I entered 4 H Club work a long time ago and it has helped me in many ways. Now I love to demonstrate to go new places and meet new friends and I realize what a wonderful place this nation is.

I want to help others to learn about 4 H and to have the opportunities it has offered me. I want to help all 4 H'ers. To make the best better and to work for their nation and the world.

Similarly one agent evaluated her work as follows:

I like the fact that in 4 H everything done is done in a real situation. We cook in our own kitchen and sew on our own sewing machine to make what we need. A 4 H Club is strictly a voluntary organization. Our members belong because they want to be 4 H members. Nothing holds them except our program. Another advantage is that the club member progresses at his own ability level rather than being held back or being pushed along by the group.

I also like the fact that I work with adults—local leaders—for instance—as much as with children.

A disadvantage of extension work is that it is a twelve month job. As an agent I am always at someone's beck and call and it is not at all unusual to receive many business calls in my own home. There are many evening and Saturday meetings involved and my job is never done. I

decision-making, and the "whys" of action, as shown in a list of the topics for study in the county programs of work:

*Child development and family relationships:*

"A Changing Family in a Changing Community"—a survey of some changes in population, mobility, economy, and educational system in the United States over the past one hundred years, and a consideration of the implications of these changes on the patterns of family living.

"Parental Discipline Techniques."

*Food and nutrition:*

"Nutrition Sense and Nonsense"—a film prepared to combat nutrition misinformation plus a folder intended to accompany the film for distribution to the audience.

"Family Food Habits."

*Household economics and management:*

"Can Wives Afford to Work?"—an exploration and comparison of the problems of full-time homemakers and employed homemakers.

"Planning Family Spending."

*Housing and design:*

"History of Furniture"—a presentation planned to help homemakers learn to analyze the design of furniture in preparation for a furniture restoration project.

"Light for Living"—a program prepared in cooperation with the utility company.

*Textiles and clothing:*

"Know Your Fabric Personalities"—a presentation planned to create awareness of and give background and up-to-date information on fabrics. It includes a set of slides and a commentary on the production of textiles, the characteristics of fabric, and comfort factors in clothing. It also includes information on labeling requirements. Fabric swatches are used to show unusual fiber blends and different yarn and weave structures.

"Buying Household Textiles."

*Community food service:*

"Pricing Community Meals"—visual aids for an agent to use in working with a group planning the remodeling of a community kitchen.

*Public affairs:*

"What Do We Want Schools to Do for Our Children?"

"How Do We Pay the Bill?"

These topics, along with some of the traditional projects in clothing construction and interior design, are offered in the program of study for members of the home demonstration units and other interested audiences. The subject matter may be taught by the home demonstration agent

Members of the home demonstration units radio and television audiences other professional home economists special interest groups, people reached primarily by the printed word and people reached primarily by exhibits

*Getting to know the needs of individuals served* Programs in home demonstration departments are developed from the problems and needs of families as these are identified by the extension specialists, the members of the state leader's staff, the agents in the counties, the representatives of the home demonstration units and the others concerned. Personnel at the state level for example attend state regional, and national conferences in the areas of food and nutrition clothing and other divisions of home economics. There the problems of homemakers in caring for their families are discussed. Personnel on the state level are also participants in discussions of social technological, and economic changes that affect the ways families live and manage their resources. Some of the needs of homemakers as they were described in one New York State leader's plan of work were

There are pressures to buy pressures to buy now and pay later by using consumer credit and pressures on wives to seek employment away from home in order to enhance the family earning power. It is hard for families to act wisely because their values and goals are not clearly defined. Families need help in considering such complex situations thoughtfully and objectively. Communities also need to be concerned, some community activities are jeopardized by a shortage of interested and informed volunteer workers.

Families live in housing developments that sacrifice space for living and storage facilities in order to trim costs. At the same time the quantity of items to be stored increases yearly clothes appliances and recreational equipment.

New textile fibers in clothing and household fabrics challenge consumers to know successful methods for selection and care. Supply of consumer goods is increasing and changing so rapidly that shoppers feel bewildered to know their purposes and effectiveness.

The volume of information relative to the family's or individual's role in society is overwhelming.\*

*Determining a satisfactory plan for meeting these needs* In New York State the state leaders of the home demonstration department provide leadership in over all program development in cooperation with specialists and agents. There is a program committee for each of the subject matter areas of home economics. These committees meet twice a year and include all the specialists within a department an agent from each district of the county and a member of the state leader's staff.

In New York State the program emphasis is on consumer education

\* Paraphrased condensed quotation from *Annual Plan of Work* July 1 1962 June 30 1963 Project V Home Economics by State Leader of Home Demonstration Agents (Ithaca NY New York State College of Home Economics unpublished) p 1



A home demonstration agent or a 4-H Club agent must have a major in home economics, hence, there is no competition from graduates with other backgrounds.

The rate of staff turnover in the counties is about 20 to 25 per cent. Persons who have been away from extension work for five years or more need to take refresher courses to get up-to date information in the various areas of subject matter before re-entering the field. The experience one accumulates as a homemaker is valuable to both classifications of agent. Furthermore, no distinction is made between married and unmarried women so far as their desirability as employees is concerned.

### PEOPLE WITH WHOM ONE WORKS

*Employer* The state leader's office submits the names of qualified candidates to the county executive committees and the candidates are interviewed by the personnel in the state leader's office and by the county executive committee.

*Others* Extension agents work with people of all ages and from very diverse educational and socioeconomic backgrounds. Many women like the fact that they work with a number of men through joint activities of boys and girls clubs in 4 H and countywide activities of the agricultural department and the home demonstration department.

### PHYSICAL ENVIRONMENT

The offices of the Cooperative Extension Service vary in degree of attractiveness. Some are on the second or third floor of a county court house or federal building that may be somewhat dingy with age. Others are in beautiful new buildings. For example, one office was described as

a well equipped Farm, Home, and 4 H Center that was completed two years ago. It houses the home demonstration, the 4 H Club, and the agricultural department and other agricultural services. On the main floor are the offices of the three departments, a room for mimeographing, a staff lounge, and a demonstration kitchen. This \$9000 kitchen was donated by a local retailer, the television and radio broadcasting equipment and many of the appliances were donated by other sponsors. The lower floor contains an auditorium where meetings are held and television programs are broadcast. There are trunk lines in every room making it possible to televise from any room in the building.

Club or unit meetings are held in a number of places. Small units and clubs may meet in the home of a member. Large groups meet in public places, such as, schools, churches, libraries, Grange halls, or community centers.

herself by a state specialist, or by a county leader who has had special training in the subject matter. In New York State there is a trend toward having the agent assume more responsibility for teaching in order to leave the specialist free to develop new program ideas and materials.

In New York State, the home demonstration department reaches a large audience through radio and television programs. One very successful venture was a television presentation, "Sew for Growth," which was planned particularly for young homemakers and consisted of six lessons in how to make a dress for a child (including how to "expand" the dress as the child grew). Radio and television programs are planned, where possible, to correlate with the subject matter being taught in the units.

Most agents write newspaper articles, some have a regular column. Often the column includes food marketing news which may be sent to them by the Marketing Division of the College of Agriculture. The home demonstration department works with other agencies in presenting educational material to the people of the state.

As an illustration of the work done with special interest groups, the New York State Home Demonstration Department helped solve a problem of low income families who were receiving surplus foods from the government. These foods included dried eggs and cornmeal which the recipients did not know how to use. Single page, mimeographed explanatory leaflets were prepared by the specialists. The county agents gave lecture demonstrations of the information to social workers and public health nurses who were working with the families receiving the food. The agents also provided the food distribution center with supplies of the leaflets to be distributed to the people when they got the surplus food.

The presentation, "Know Your Fabric Personalities," was also used with a special interest group—retail store salespeople who were interested in becoming better informed.

Instructions on buying food for nursing homes and for camps is distributed to the supervisors and managers of these institutions. The information is prepared by the institution management specialists and its availability is made known to nursing home supervisors and to camp directors throughout the county by the home demonstration agent.

The Home Demonstration Department also serves other professional home economists. For example, the film, "Nutrition Sense and Non-sense," was used by dietitians training student nurses.

In its work with special interest groups, the Home Demonstration Department is recognized as a source of educational programs and of reliable information.

### EMPLOYMENT OPPORTUNITIES

The Cooperative Extension Service exists in all fifty states of the United States. Although the program was originally initiated to help rural people, the service now exists in cities, suburbs, and towns.

## RELATED OPPORTUNITIES

Because a broad background in home economics is equally desirable in the fields of extension and teaching homemaking in the public schools, it is not unusual to find a teacher becoming an agent and vice versa. If the extension agent had not studied methods of teaching at the secondary school level and practice teaching in the public schools, she would need these courses to be certified to teach, and she would of course have to meet any other specific requirements of the state for certification.

A person interested in entering the communications fields of newspaper work, magazine editing, radio, or television would find the experience she had with these media as an agent helpful.

Business enterprises such as public utilities value the extension agent's experience with people and her first-hand knowledge of the home-makers' problems.

The experienced extension agent has much to offer the federal government in its programs of assistance to underdeveloped countries. The Cooperative Extension Service is the sort of "grass-roots" program foreign governments want to get started in their own countries. As it was developed in our country it provides an across-the-family type of education and its emphasis on teaching people to be leaders of a group and sharing knowledge with others is fundamental in learning democratic procedures which we hope to foster abroad.

## EDUCATIONAL QUALIFICATIONS: UNDERGRADUATE

*Courses.* The general basic requirement for entering the extension field is a degree or major in home economics. Many girls planning to be agents meet the high school teaching requirements since this gives them preparation for two specific fields of work. The extension program covers all areas of home economics and the high school teaching certification program does also. Although a broad background in home economics subject matter is helpful, it is possible to enter the extension field having concentrated in a particular area of home economics as an undergraduate. Counties which have more than one agent in the Home Demonstration or 4-H Club Departments can employ students with specializations to handle the parts of the total program in which they feel best qualified.

It is obvious from the amount of work agents do in communications that courses in journalism, radio, television, and public speaking are helpful. According to one home demonstration agent the trend in the home demonstration department is toward teaching through mass media rather than face-to-face in small groups.

*Extracurricular activities.* Some campuses have 4-H Clubs for college students. When they do, the activities of the organization may

### SALARY

Salaries for beginning agents generally exceed those for beginning home economists in the business world. They are comparable to those of high school homemaking teachers, but they differ from county to county. As a rule, counties with many large industries pay more than counties with few industries. Salary increases are granted as experience increases. In addition to salary, most counties provide the agent with an expense account for travel connected with business. While she is on official business, an agent usually has an association-owned car to drive. If the county does not provide a car, she is reimbursed for maintenance of her own car at a cost per mile rate.

### HOURS

Hours are variable, depending upon the work to be done. From time to time there are evening meetings, and—as in any creative job—the agent finds she thinks about her work even in “off” hours. On the other hand, the agent has a great deal of freedom in organizing her time to get the work done. Evening responsibilities and travel (which sometimes means being away from home overnight) make an extension position less attractive to some married women.

### VACATIONS

A vacation of one month per year is typical in this position.

### SECURITY

An extension agent does not have the guarantee of employment that is enjoyed by a teacher who has been granted tenure, but her position is more secure than many business positions.

### ADVANCEMENT

*Within the organization* One advances from assistant agent (beginning agent) to associate agent, to agent—the top position in the county. The assistant agent position is considered a training period, and advancement to associate agent requires three years of successful experience. One can also advance to positions at the state level and, with additional training, one may become a specialist in the Extension Service.

Each increase in rank carries additional responsibility and usually an increase in salary.

*Similar organizations* It is possible for an agent to move from one county to another and also from one state to another.

## PROFESSIONAL ASSOCIATIONS

The home demonstration agents may join the National Home Demonstration Agents Association, and there is usually a state home demonstration agents association. 4-H Club agents join the National Association of County 4-H Club Agents, and they, too, have similar state associations. Both home demonstration agents and 4-H Club agents may be invited to join Epsilon Sigma Phi which is a fraternity of men and women extension workers, including specialists. Membership in this organization is dependent upon invitation. Agents frequently join community organizations such as the Business and Professional Women's Club, Zonta, the Adult Education Association, and the Council on Consumer Information.

## PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

The two journals planned especially for agents include:  
*Extension Service Review*. Washington, D. C.: Extension Service, USDA.  
*National 4-H News*. Chicago: The National 4-H Service Committee.

Other professional journals which some agents take because of their special interests include:

*Adult Education and Adult Leadership*. Chicago: Adult Education Association of the U. S. A.  
*Journal of the American Dietetic Association*. Chicago: American Dietetic Association.  
*Rural Sociology*. Ithaca, N.Y.: Rural Sociological Society, Cornell University.

In addition to reading the professional journals the home demonstration agent must keep informed of the presentations in the popular women's magazines.

include working with clubs of younger people in the county, an affiliation of this kind would be helpful to the student who has been a 4-H member and particularly to the student who is interested in the field but who has not been a member herself

Otherwise, any club or organizational activity is worth while in learning attitudes and techniques which promote effective growth through group membership

*Summer experiences* Working in a 4 H camp helps the prospective 4 H Club agent learn about some of the projects in 4 H work For the student interested in home demonstration work any experience which brings her into contact with people older than herself, as in selling, helps her determine whether or not she likes them and may help her to feel at ease when she begins her work as an assistant home demonstration agent

The Cooperative Extension Service Association sometimes hires students at the end of their junior year to help with the summer program This is particularly true of the 4 H Club Department The summer assistants may help with camp and with the work of the county program

*Part time work* Working part time as a clerk or secretary for the state leader's office if it is located on the campus, would be excellent experience Some colleges offer courses in extension teaching methods or courses in the group work process Working for any of the professors who teach them would be helpful

### EDUCATIONAL QUALIFICATIONS POSTGRADUATE

Although a bachelor's degree is sufficient to enter the field of extension teaching having a master's degree makes it possible to be considered for a position as an extension specialist a college teacher in home economics and to help with research For the women who want to continue as agents getting an advanced degree is recommended since the educational level of the women who are members of home demonstration units and who are local leaders of 4 H Clubs is increasing

The agents attend training sessions taught by the specialists This enables them to strengthen their backgrounds in areas of home economics they did not emphasize as undergraduates and also to acquire new information in their former areas of specialization The amount of this in service training offered to agents is considered a special advantage of the position by many people

In some states, agents (who have achieved a status prescribed by the college) may take a sabbatical leave every seventh year for six months with full salary in order to do graduate work, research, or travel so that they will be better equipped to teach

sets the type and prints the paper, a financial department which handles the accounting, and an editorial department which prepares the actual content of the publication (see Fig 13 1) Editors are considered line personnel

The general supervisor is called the editor, the editor-in chief, or the managing editor. To him report the various departmental editors: the news editor, responsible for national and international news, the city editor, responsible for local news, the sports editor, the art editor, the women's page editor, and any other editors. Although it is possible for a woman to be employed in any phase of newspaper work, more women work on the women's page or pages than in any other division.

### POLICIES AND STANDARDS

It is the publisher who sets the paper's policy. What will be printed and how it will be said are influenced by whether or not the publisher thinks of the paper as primarily a profit making concern, placing advertisers' interests first, or whether he considers it primarily an instrument for distribution and interpreting information.<sup>1</sup>

### MAJOR FUNCTION

*People served* In communities with just one newspaper, the people served will have all types of reading tastes. In large communities papers

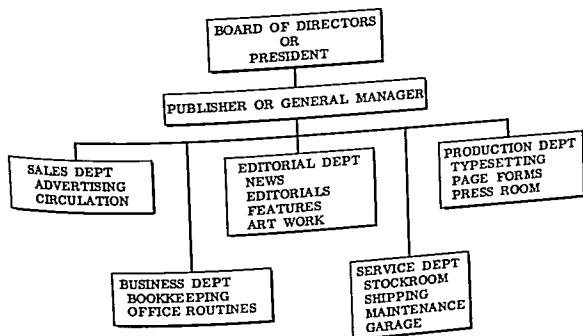


FIG 13 1 Organization of a newspaper staff

<sup>1</sup>Ibid p 121

# Journalism

## EMPLOYING ORGANIZATION

The term *journalism* is used here to include all types of communication media newspaper magazine, radio, television, and the assorted forms used in advertising and public relations releases

*Objectives* The purposes of journalism, according to Bond, are (1) to inform, (2) to interpret, (3) to guide, and (4) to entertain<sup>1</sup> In performing these services, the communications enterprises also try to achieve a profit

*Sources of financial support* In the United States communications media are supported primarily by advertising Newspapers and magazines receive some income from subscriptions but this seldom accounts for more than one third of the publication's total income The communications media are owned usually by corporations, thus their basic capital is from invested funds of the corporation owners Although a newspaper or a magazine can be published by anyone who has sufficient money, radio and television stations which are considered public utilities, can come into existence only with the approval of and licensing by the Federal Communications Commission

## PLACE IN ORGANIZATION STRUCTURE

Because newspapers are the most numerous of the various media and provide more opportunities for employment for women, newspapers will be discussed in detail, other media will be discussed under "Related Opportunities"

Newspapers are described by the frequency with which they are published and by the size of their circulation A newspaper has a sales department which handles sales of space to advertisers and sales of the publication to subscribers, a production department which lays out and

<sup>1</sup> F Fraser Bond *An Introduction to Journalism* (New York The Macmillan Co., 1954), pp 5 6



Editors vary in how they go about planning One editor says<sup>\*</sup>

With a good system of planning there is no need for last minute pressure in meeting a deadline Since a food editor knows in advance that she has a page to write and she has some idea of what she is going to write about, she can gear her deadline to suit herself I try to have my articles finished three to seven days before they have to go to press<sup>\*</sup>

Another editor says

The space allotted to food news is determined by the amount of space taken by advertisements When there are many ads "Food News" has less space Therefore, although I generally can write my columns two weeks in advance, last minute changes are inevitable And the most annoying thing that can happen to an editor is to have her article cut or perhaps eliminated entirely

My planning is influenced by several considerations One is the time of the year—December's food pages, for instance, are filled with recipes of holiday foods Another consideration is my objectives as a foods editor I want my readers to become more discriminating in their tastes and to have a desire to experiment with new food ideas I take into consideration also the fact that many of my readers probably read the food news of one of the large city newspapers In order to compete with them, I try to include unusual articles and articles about local residents, restaurants, and products

Still another editor says

I work about one or two months ahead in the planning of the page I keep a calendar with a tentative outline of what will be printed and then fill it in with miscellaneous items If there is a "scoop" on a new piece of equipment, for example, I set aside the planned article for that day in favor of the scoop The home economics department is just as anxious to get a story in ahead of the other newspapers as front page news writers are

But still another editor, who has held her job as foods editor for twenty years, says

I generally plan my day's topic on the way to work I also use a syndicated foods column daily There is none of the pressure of the news room in my office

Recipes come from various sources The foods editor regularly has an extensive supply of cookbooks—both general and specialized She may also invite readers to send in favorite recipes One large city newspaper invites people from foreign countries to come to their test kitchen and prepare a typical dish there while the editor watches and writes up the recipe This same paper also gets recipes from famous hotel chefs the

<sup>\*</sup> Unless otherwise noted, the indented comments in this chapter are paraphrased statements obtained from journalists who were interviewed by freshmen in the New York State College of Home Economics, Cornell University, Ithaca, N.Y., or by the author

have various audiences Bond says there are three types of readers the intellectual who likes mental stimulation and who prefers sophisticated writing the practical person who wants to read articles that will help him in the work he does and the nonintellectual who seeks a dream-world release\* Obviously both the types of articles and the style of writing are influenced by the tastes of the readers the paper is trying to serve

*Getting to know the needs of individuals served* News—all news—satisfies people's curiosity about what other people are thinking, feeling, and doing The women's page or section of the newspaper is designed to tell its readers about

- (1) *Engagements and wedding announcements* Engagement announcements are strictly factual reporting, but wedding announcements are mixtures of fact and description, varying in degree of elaboration according to the individual paper Small town papers may go so far as to print an account of the reception City papers, on the other hand, usually have short descriptions for all but the daughters of important families Information regarding the engagement or wedding is furnished by the parents or the affianced girl by telephone or in a short note to the paper
- (2) *Society news* Teas, luncheons, dinners and other activities of prominent families and clubs constitute society news These activities are described in the who what where-when how-why type of writing Such news is either phoned in to the paper or gathered by the women's page editor herself at the particular social function Indeed one of the glamorous aspects of the position is considered to be this opportunity for contact with the leading women of a community
- (3) *Community news* Activities of women's organizations and church groups constitute community news These clubs usually telephone the editor to tell her what they wish to have printed
- (4) *Information about food clothing, shelter, and child development* Usually only larger papers include all of these topics, but food news is common to all women's pages regardless of the size of the paper, and therefore is described here in most detail

*Determining a satisfactory plan for meeting these needs* Foods information includes (1) recipes, (2) menus, (3) suggestions for methods of preserving food, (4) reports about current good buys in the local food market, and (5) various special features (such as interviews with interesting people in the community about their favorite dishes, information about new equipment used in preparing food, or descriptions of restaurants with various food specialties for dining out)

\* *Ibid.*, pp 51 52

me their publicity material, some of which I use—just as the food editors do.

To keep up to date, I read the trade publications and magazines, and watch the fashion news from Paris, New York, and the West Coast. Twice a year I travel to New York City for spring and fall fashion shows, and once a year I go to California, St. Louis, Chicago, or Miami for their showings.

*Executing the plan.* When the editor gathers the information and writes a food feature article herself, it may carry a by-line. She may also use syndicated or news-service columns.

A constant flow of publicity press releases comes to her through the mail from food producers, equipment manufacturers, food associations, and public relations agencies. This material she is welcome to use in any way she sees fit. She may edit these articles, reducing them to fit the space she has and to conform to the style of her own newspaper. She also decides whether to use the trade name or the generic name for the product.

*Writing headlines.* When the editor writes an article of her own, she also may write the headline for it. According to newswomen, this is often harder than writing the article itself: it must be appropriate and attention-getting, and it must come within two letters of a specific headline count. The headline count is determined by the length of the line and the size and variety of type used. Some newspapers hire a writer simply to write headlines for all articles in the paper.

*Laying out the page.* When the editor is planning the next day's paper, she has a layout sheet (see Fig. 13-2) to work from. This shows the amount of space in each column of the paper which has been sold for advertising, and the amount which is left for her use. She plans the articles and pictures she will use to conform to this space.

*Copyreading.* When all the articles are ready, they are carefully proofread for misspelled words, incorrect punctuation, or statements which might not conform to the paper's newswriting policies. This is the final check before the copy is sent to the composing room to be set in type. An average-size paper usually has a staff of copyreaders to perform this task. On small papers, each editor may be responsible for proofreading her own article.

*Dummying the page.* After the type is set, galley proofs (an inked impression of the type set) are run of each article. The editor lays them out on a dummy page which is the same size as the newspaper page. If the story is too long or too short for the space, she deletes or adds copy. Then she proofreads the galleys to catch any errors that may have been made by the typesetter. She checks the illustrations to be sure they came out the way they should have. If everything is in order, her page is ready

editor takes her own measuring equipment to the hotel kitchen so that she can measure the chef's "pinch" of this and "handful" of that before it goes into the mixture. Some food articles of current and local interest may be supplied by the county home demonstration agent. For example, one editor said:

This summer our county had an abundant supply of peaches, so the paper printed an article by the home demonstration agent telling what the fair price was for peaches in supermarkets and at roadside stands, explaining the different varieties of peaches, their uses, and what qualities to look for when buying them. The agent also furnished a few unusual recipes. The agent may also know local residents with special culinary talents who might be contacted for other articles.

The editor may also get ideas from the food pages of other newspapers. Sometimes readers will call in or submit written articles they would like to see printed or send in inquiries that may suggest the topic for an article.

Although the women's page editor may write much of her own food copy, many newspapers rely on syndicated copy in the areas of fashion, home furnishings, child development and family relationships. (A syndicate is an organization which employs specialists to write on particular topics. These articles can then be bought and published by other newspapers throughout the country. To write fashion or home furnishings news for a syndicate it is imperative that one work in the cities where the markets are located.)

One women's page editor indicated that she gave a lot of space to fashion at the beginning of each season. Much of this material is wired in by the news services to which her paper subscribes (Associated Press, United Press, and International News Service). News services have their own news correspondents and they make their information available to subscribers in cities throughout the country.

One fashion editor on a large city daily says:

I write a column about fashion for each issue of the paper. I plan it a week in advance and include information about everything from jewelry to men's ties. I get my information by contacting buyers and fashion coordinators in all of the city's major department stores and specialty shops. I have a large notebook in which I list the names of all my contacts in these stores. Sometimes they take the initiative and call me. In the case of women's clothing the stores lend me garments to be photographed and written about. Once a week I bring in several models, whom I hire from an agency, and—with one of the paper's staff photographers—take all the pictures of these costumes to be published with my articles for the succeeding week.

Public relations firms are constantly sending me photographs of their clients' products along with information about them. Manufacturers send

with foods for a number of years said she could tell by reading a recipe whether or not it would be good.

*Preparing food for photographs.* When the paper has its own test kitchen, it usually has a staff photographer take pictures of the feature recipes. In that case the editor or one of her staff prepares the food for photographing. The test kitchen of one large newspaper is decorated in several colors so that colored pictures for the Sunday supplement can be taken there.

The foods editor may buy or borrow from department stores the china, silverware, serving dishes, table decorations or linen that will serve as props. These will be used with the understanding that the store will receive a credit line in the picture.

*Answering inquiries.* One daily duty of food editors is answering questions. A broad home economics education is invaluable since the editor must have an answer immediately without needing to leaf through books for the correct reply.

*Miscellaneous responsibilities.* One editor said:

As women's page editor I am called upon, more than any other staff member to represent our paper at social functions. It has been impressed upon me that this is one of my more important responsibilities. I am invited both as a guest and as a speaker to all sorts of luncheons, teas, and so on, and must act in the best interests of the paper.

Attending press parties is one of the pleasant experiences of newspaper editors in large cities. When food companies create a new product, they invite the press to a breakfast, a luncheon, or a dinner at which they serve the new food product and tell the editors about it. It is exciting to be among the first to hear about something new on the market, and to have this opportunity to congregate with other people in one's field.

One women's page editor mentioned that in addition to writing for the women's page, she is often assigned work in other departments of the paper, to do human interest stories or edit fill-in material. She also prepares supplemental booklets on such topics as Christmas recipes or freezing techniques. These are sent to readers on request.

The editor of one paper said that, each year, her paper, in cooperation with the county home demonstration agent, conducts a cooking school for county homemakers. The school lasts for two weeks and the county agent is in charge of teaching the classes, but the food editor is on hand to report it and publish some of the recipes.

On papers which employ several women to work on the women's page, staff meetings are held several times a week for informal discussions of possible material for future issues. The material is evaluated, and specific articles are assigned by the page editor to various members of the staff. (Meetings of the entire staff of the whole paper are held far less frequently.)

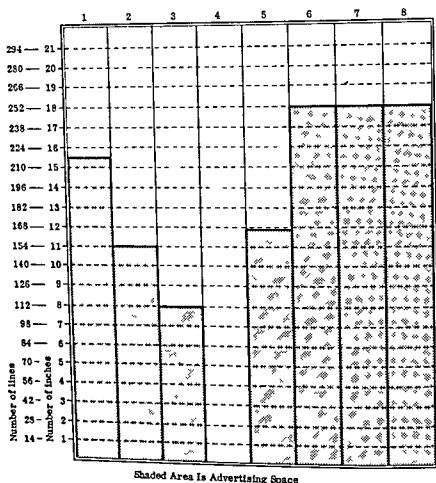


FIG. 13.2 Layout sheet

to go to press The next step—and what most editors call their biggest thrill—is seeing the finished paper.

### OTHER FUNCTIONS

*Testing recipes.* Large city papers usually have a test kitchen where they may try out every recipe before they use it. The amount of attention readers will pay to recipe suggestions made on the women's page depends upon whether or not the recipes are really good. Hence, the editor's reputation is at stake here. She may test the recipes herself or have an assistant to do it.

Smaller papers cannot afford to have a test kitchen of their own. In that case some editors try out recipes in their own homes, others are satisfied that recipes sent to them by food producers or equipment manufacturers have been tested by the home economists working for those companies One editor who has been preparing recipes and working

singularly well-qualified to write the women's page, she does have competition for the position from people with different educational backgrounds

### PEOPLE WITH WHOM ONE WORKS

*Employer* On small papers, workers for the women's page are hired by the editor-in-chief, on larger papers with a more complex organization, they may be hired by the managing editor, who in turn reports to the editor-in-chief

*Others* In communities other than the largest metropolitan centers the women's page editor works with and is known by many people, she enjoys the pleasure of being involved in the community's significant events

### PHYSICAL ENVIRONMENT

Usually, all the departmental editors of a newspaper share a large, open room rather than having separate offices. The clacking of teletype machines and typewriters, together with the activity of the staff and copyboys rushing to meet the ever-present deadline, creates an atmosphere of excitement in a newspaper office. In the larger newspapers, however, the editorial staff of the foods department has its own floor—or part of one—which also contains a test kitchen.

### SALARY

Salary standards are comparatively low. The American Newspaper Guild has set basic minimums for starting salaries and increments in the newspaper field. But newspaper writing jobs usually pay less than writing jobs in public relations departments, advertising agencies, and magazines. On the other hand, large papers usually pay high salaries to those who have established a name and reputation in the field. The highest salaries are earned by those who work for a syndicate or news service agency.

### HOURS

Hours tend to be irregular, and vary with the type of paper. A morning paper requires much work at night while the evening paper requires most of the work to be done in the morning. One newspaper woman reported

As food editor, my hours are from 7 00 AM to 2 00 or 3 00 PM from Monday through Friday, and from 7 00 AM to 11 00 AM on Saturday. Many times I may work longer hours or at odd times. For example, I am currently writing a series titled, "Going to Market," which describes the

Editors attend annual conventions of the American Home Economics Association, The American Dietetic Association, and other professional groups in order to get news and keep up to date with developments in the field

The editor may have to requisition supplies from time to time. Supplies may include the standard stenographic notebook for taking down information, copy paper for planning layouts, and dummies on which the final page plan is mapped out

### TYPICAL DAY

The food editor of an evening paper indicated that her typical day might proceed as follows

I arrive at the office at 7 00 AM and open the mail and check it for any newsworthy items. By 8 30 AM the composing room has sent me the galley proof of the copy prepared the previous afternoon. This must be laid out on the dummy and be ready for the page proof by 10 30 AM. At 11 00 AM the page proof is sent from the pressroom for final corrections. I proofread every line of the copy. By noon the paper must be ready to roll, and at 1 00 PM the early edition is on the streets for sale. My afternoons are devoted to preparing material for the next day's issue. My day officially ends at 4 30 PM, but it is not unusual for me to cover a dinner or a party in the evening. Sometimes I leave work early in the afternoon to attend some tea. This party-hopping is often exciting, but sometimes it becomes monotonous.

### EMPLOYMENT OPPORTUNITIES

Women's page editors are divided in their opinions about the availability of jobs in this area. One points out

Newspapers exist in every community of reasonable size. They range from the country weekly, serving a hamlet or two and surrounding farms to a metropolitan daily. Small dailies, because of their number, afford a likely field. One usually starts as a copyboy and works up to reporter. Marriage is no hindrance although the irregular hours sometimes pose a problem. Re-entering the field presents no great problems, particularly if one has kept up with trends.

Nevertheless, opportunities are restricted. My paper employs only five women: one covers church services and writes obituaries, another takes care of the radio program, and the other two are my assistants.

Getting started in journalism is a matter of being in the right place at the right time. If jobs are not available on a newspaper at the time you are seeking employment, it is a good idea to get a job with one of the public utilities doing demonstration work, and join the Home Economics Association so that people in the field will get to know you. In this way you get good practical experience and when a job is available the right people will know where you can be reached.

It is important to remember that although the home economist is



papers, are directed toward different audiences. For example, magazines such as *Good Housekeeping* are called "service" magazines and are designed for the wives of the white-collar workers. *True Story*, which has articles concerning foods and household management as well as fiction, is called a "romance" magazine and is designed to appeal to the wives of the blue-collar workers. The style of the romance magazine is more direct and specific than the service magazine. The service magazine discusses justice, law, education, and health, the romance magazine talks about "our" policeman, "our boy's" teacher, and "my" doctor.

The staff of a magazine is organized in a manner similar to that of the newspaper. It consists of an editor-in-chief, responsible for the whole magazine, and numerous editors, each one of whom handles a given department.

The editors are responsible for the over-all appearance of each issue. They get together and select a theme and key ideas (which often depend on the month in which the issue will appear) about four to six months in advance. It is decided how much space each editor will have and whether her pictures will be printed in black and white or in color. A time schedule is plotted to indicate when copy for the issue must be ready, when galley proofs will arrive from the printers, and when final corrected copy will be due. In the magazine field, an editor is always involved with three issues of the magazine at once: her main project is to gather the material for the next issue which will come out in three or four months, but she must also start thinking about the issue after that one, and proof-read the one she just finished. One editor said this aspect of her job makes her feel her work is never finished.

How the editor gathers her material is influenced by her field of specialization. If her field is fashion, she visits the yarn, fabric, ready-to-wear, and accessory manufacturers at least eight months in advance of the time retail merchandise will be in the stores. She also attends show-



An over-all theme for a particular magazine issue is decided upon at an editorial planning session (Photograph courtesy of Mademoiselle)

wholesale food markets. Since retail grocers do their shopping before their own stores open, I must go to market at 3 00 AM.

Another editor says

My hours are from 9 00 AM to 5 00 PM, but there are no time clocks to punch and it is not unusual to work to as late as 9 00 PM. But any hours over forty per week are recompensed on an overtime rate. We usually have an hour for lunch.

### VACATIONS

Vacation policies vary from paper to paper. Two editors described their vacation periods as follows:

I got two weeks with pay the first year on the job and three weeks with pay after one year on the staff.

I get eight vacation days plus four weeks' summer vacation. This includes two days for Christmas and two for Easter. Beginners, however, get only two weeks' vacation.

### SECURITY

There is no guarantee of continued employment in the newspaper field. One editor summed up the situation as follows:

It is not before she has had years of experience that a writer can feel really secure in her position. At any time in her first years she may be replaced by a writer that shows more promise. Then too, if her writing grows stale over the years she must be ready to give up her position to the writer with a fresh new style.

### ADVANCEMENT

*Within the organization* Copygirl assistant to an editor, editor of a section of the page, and finally page editor are the steps in advancing in newspaper work. There is little, if any, competition from men in writing for the women's page. Opportunities to advance in title and in responsibility on a given paper depend upon ability and staff turnover.

*Similar organizations* Many communities have just one paper, hence, a newspaperwoman may have to move to another city to change newspapers. However, the work procedure itself varies little.

### RELATED OPPORTUNITIES

*Magazine writing* Magazines differ in scope, some, like *McCall's* or *Woman's Day* deal with all aspects of home life, others deal only with fashion and fiction, home furnishings, or child care. Magazines, like news-

the proofs, and cuts or adds material to fit the available space. Accuracy and careful planning are extremely important, for a mistake made in the final layout could cost the magazine a great deal of money in terms of wasted paper and labor. (One editor commented that every time she signs the final layout sheets she feels as if she were signing away her life!)

Another important responsibility of the editor is making sure that items described in the magazine will be available in retail stores when the magazine appears on the newsstands. The magazine creates a desire for a product or, at any rate, a desire to investigate it, and unless the item is available the consumer will be disappointed.

If the magazine carries fiction, the editor must also read free lance material, for magazines buy stories from people who are not on the magazine staff.

Handling reader inquiries also takes some of the editor's time. Sometimes the replies are printed in the magazine, at other times they are sent directly to the reader.

Magazine editors like newspaper editors, get their greatest satisfaction from seeing the finished copy of the publication. As one editor said

in this type of work you cannot see the product of your teaching as a person in the public schools can but you know that you are contributing and being useful. People are not too free with a pat on the back, but at times they do give it, and say 'Nice work,' which makes you feel good.

Magazine editors suggest that beginners in this field start as secretary to an editor or as copywriter or reader correspondent. People in these positions have an opportunity to learn all phases of production. There is a good bit of turnover among young people on the staff because of marriage but, according to one editor, "Getting to be an editor is a matter of skill and luck. There are only a limited number of magazines and an editor may hold her job for 15-25 years." The food editors like to hire people with experience, particularly women who have worked as home service representatives. They point out that such experience gives girls a chance to learn how other people live and to learn about other cultures within the United States—and this is important if the magazine has a wide and diversified audience.

There are geographic limitations in magazine work. The majority of the service magazines have their offices in large eastern cities such as New York and Philadelphia. A few are located in cities in the West and Midwest (see the list of fashion publications for example, p. 256).

A number of editors are married, but it is difficult for a woman who has children in the family to remain in magazine work. Nevertheless experience gained as a homemaker is an asset in reentering the field.

**Radio** Radio stations describe themselves in terms of their broadcasting power (250 watts, 5,000 watts and so on) and the size of their

ings of the new lines (see p 235) Frequently it is an assistant editor or an assistant to the editor who covers the market The actual writing of the material that appears in the magazine is done neither by the fashion editor nor her assistant but by a copywriting staff The women covering the market do prepare information sheets for the copywriters, however

On one fashion magazine this information is relayed in the form of an outline covering

- 1 One particular fashion point This could be a color, a style, or a type of fabric
- 2 The reasons why this is a fashion point
- 3 An explanation of how the fashion point can be used to the advantage of the reader as well as to the advantage of the designers, manufacturers, and any other people connected with the world of fashion

Housing and design editors cover the home furnishings market in the same way The home furnishings editor of a magazine planned for young married people indicated that she keeps on the lookout for good, but inexpensive items, since cost is usually an important consideration for newly married couples This is an example of how the magazine's intended audience influences its editorial policy

The editor of the household equipment section must pick out what is new in equipment test it and present the results to the reader The home equipment editor of one magazine reported

We test appliances by using them as a homemaker does Our prime interest is to see how they perform under daily use For instance, with laundry equipment the amount of hot and cold water used in the laundry cycle was metered and the usefulness of various arrangements of laundry equipment was studied when a drier which could be stacked on top of a washer came onto the market

Because a magazine depends on income from advertisers more than sales to readers, magazine editors have to know who advertises in their magazine They can include a reference to an advertiser's product in their editorial copy whenever appropriate, and they seldom praise the product of a competitor of an advertiser In commenting on the extent to which advertisers influence the content of the magazine, one editor said "Magazines are honest They have to be to exist, however, the saying, 'Don't bite that hand that's feeding you' is well to keep in mind"

On a magazine, as on a newspaper, when the editor has the information she plans to use, she arranges to have photos taken If there are to be illustrations rather than photographs she plans them with the art department A rough layout of the page, together with the information sheets or rough copy is sent to the copywriter who puts the copy into final shape The material is then sent to the printer for proofs When the proofs are received, the editor lays out the page on dummy sheets, checks

saved one for Chanel perfume, for instance, since my pharmacy sponsor sells it. Also, I usually read the papers on Sunday with a pair of shears in my hand. If an article of general information appeals to me, I clip it out to use as a possible "filler" on the program.

Several top women's program editors stress the importance of ad libbing one's comments while broadcasting rather than reading from a prepared script. They work with notes, but they do not spend hours writing out an entire script.

Women's program editors are experienced, their position is not one a student would normally achieve upon graduation from college. Starting points in the field (or possible summer jobs) include switchboard work at the station. The switchboard operator gets an awareness of every phase of the business from handling calls and from greeting people who come into the studio (if she is a receptionist, too). Typing the daily program schedule for the traffic manager is another way to get an over view of the operations. Secretarial work for one of the department heads or the general manager is another way to get started. Writing continuity is a job for the girl who has had some courses in news writing and who has control of the news story approach. Another place to start may be the music library where records to be played on each day's programs are chosen and filed and new records are ordered.

**Television** Television programs presented by women are usually food demonstrations or general home shows with a program of topics interesting to women. In deciding whether or not to add a home program to the schedule, the manager of the station has to evaluate the proposed plans, consider possible sponsors, assure the availability of facilities for the actual televising of the show, estimate of the cost of producing it, and weigh its probable audience appeal.

Several women who conduct home shows have had experience related to food demonstration. One said:

It is almost impossible to get a job with a network unless you have worked as a model or an actress previously. The station I work with was looking for a person to do a woman's program. I had been doing volunteer work in publicity and promotion for the Council of Churches just to keep busy after my marriage, and I got to know the personnel of the local radio and television stations. My name was suggested by one of them as a possible person to handle the television show, and I got the job.

Another said:

I was graduated from a college of home economics having specialized in foods. I worked as a home service representative for seven years and then worked for the foods section of a women's service magazine. After I married, I worked as a part time food project leader for 4 H. I sent a number of 4 H members to the state competitions in demonstrations and acquired a reputation for producing winners in this activity. Conse-

potential audience—that is, the number of people living within hearing distance of the station. The station may be independent or one affiliated with a national network. An independent station does all its own program planning; an affiliated station uses some of the national shows. Stations may be owned by an individual or by a corporation.

A radio station employs a corps of engineers to handle the equipment necessary for broadcasting, a sales force to get the sponsors who pay for time on the air, a business office to handle the accounting, and the programming department. All departments report to the station's general manager.

Women usually find their niche in the programming department which consists of announcers (general and news and sports), the women's program editor, the continuity department (which writes commercials), and the traffic department (which keeps the daily "log").

The woman's program may be carried every day or less frequently, for fifteen minutes to an hour. The length of the program is an indication of its status—it has to be good to warrant an hour of the station's broadcasting time. One woman's program editor who has an hour long show described her work as follows:

Although my show is called a women's program it appeals to men too because it includes news about all kinds of happenings in the market area of the station—such things as the state craft fair, an antique dealers' show, activities of the League of Women Voters before elections, any community activity that is of general interest. Sometimes people conducting these activities write me; sometimes I hear about these events in more roundabout ways. We always have from one to three interviews on each program. We have interviewed such diverse persons as students from foreign countries, participants in the Senior Citizen's program and a grape picker in a nearby wine making center. These interviews are done "live" (at the time of the broadcast) or on tape (recorded prior to the broadcast). I even took my tape recorder with me when I went to Europe on vacation, taped some interviews there and used them as part of a series of programs when I returned.

At intervals throughout the program I present the commercials of the sponsors for that hour. I write these commercials myself. Some women editors are salesmen for the station and have the responsibility of finding sponsors; I do not. However, it is my job to keep the sponsors happy with the results of their purchase of broadcasting time. To do this I spend part of every day calling on the sponsors, familiarizing myself with their merchandise, getting ideas for their commercials. This visiting with sponsors brings me into contact with many different business enterprises. My program one day included a department store, a bank, an investment firm, a fabric shop, a pharmacy, a shoe store, an automobile agency and a women's specialty shop.

Other ideas for the content of my program come from publicity releases sent out by manufacturers—I think I'm on every mailing list in the country! Much of the material goes into the wastebasket, but I tend to save releases of manufacturers of products sold by my sponsors—I

on the show for the next two weeks. My regular audience, as revealed by these requests, numbers around 2400 viewers.

Although there is no such thing as plagiarism in recipes (one can take a recipe from any source and use it), I frequently do modify it in some way. I get recipes from ad agencies, food companies, and old copies of magazines. If I use a recipe sent in by a viewer, I always test it first.

I always try to present complete meals. Also, I always make sure to mention the temperature at which the food is prepared, the size of pan I am using, and how many or how much the recipe makes. I also mention why recipes may fail and I usually insert nutrition tips while I am preparing the food.

It is helpful to like all different kinds of food because it is hard to think of recipes for something which you do not enjoy eating.

I work quite hard on my job. Instead of getting easier as time goes on, it gets harder because I want to give more and more information. Also, my job takes much more time than is apparent to a casual observer. I must not only plan my schedule (which I do two weeks in advance), but I must also read (and answer) my mail. I get quite a few requests for information from viewers. For example, a woman may be in charge of preparing a church supper for sixty people. She may write to ask not only what she should serve them, but how much food she should buy and how she should prepare it.

I also have guest speakers on the program from time to time. They may be representatives from various food organizations such as the Citrus Fruit Association or the Mushroom Institute. Sometimes I simply interview these guests, sometimes they give demonstrations of their own particular products.

In planning a show, it is also necessary to plan for the commercials. They are almost always spaced throughout the program, hence some lead-in line is necessary so that reference to the sponsor's product comes naturally. As one television food demonstrator said:

You cannot prepare a dish using condensed milk if your sponsor is a fresh milk concern. Neither can you have your hands in pie crust mix and present a perfume ad. I have two sponsors: one is a retailer of electrical appliances, the other is a supermarket. When the sponsor is the retailer, I feature a particular electrical appliance and plan one food demonstration using that appliance. The commercial follows easily from the demonstration. When the sponsor is the supermarket, the manager of the supermarket gives me a copy of their ad which will appear in the next day's paper. I go over to the market myself and look at the items being featured in each of the departments and work up recipes to call viewers' attention to these particular food items.

Most of the women in television earn as much or more than teachers. All of them mentioned that they are required to belong to an actor's union and several are members of the professional organization, American Women in Radio and Television.

Some of these women are not under contract for specific programs but are employees of the station. If their particular shows are cancelled, the studio finds something else for them to do. Others work on a contract.

quently when there was a position open for a home show, the program director of the local station called me, and asked if I would like to do it

Different women have somewhat different procedures for planning their shows. One woman who conducts a food demonstration, a half-hour, daily program said

I select the material for my own shows as well as writing and producing them. I choose my topics and recipes from the wealth of material sent to me constantly by manufacturers and groups sponsoring all sorts of products.

Each of my shows is planned a week in advance. Although I don't use an actual script, the show takes about four to five hours to prepare. I don't rehearse the program from beginning to end, but I do block it out and figure approximately how much time each portion will take. After five years' experience, I can tell by looking at a recipe whether or not it is adaptable to preparation on television. Often I don't even have to practice making it. On the day of the show, I measure out the ingredients, set up the equipment, and sometimes prepare part of the recipe which would otherwise take too long. Those recipes that take longer than a half hour are prepared beforehand so that the finished dish can be shown at the end of the program.

Another woman who has been presenting her fifteen minute daily food demonstration show for six years, said

My show is scheduled for 3:00 P.M. each day. I get to the studio at 12:30, prepare special dishes ahead of time, and set up displays for the commercials. I don't use a fixed script. But I do prepare an outline to assure that I cover all points. I spend three hours a day planning menus, getting groceries and jotting down procedures. Much thought must be given to the action involved in preparing and cooking the food. The show must be kept moving and for this reason such actions as chopping, rolling and beating are included, but slower procedures—such as cooking a sauce—are omitted. Reference is made to such steps, and a sauce prepared earlier is used when that step is reached.

A sense of timing is important. The performer needs to be able to sense what portion of the allotted time remains and present the show accordingly. A thorough knowledge of the subject is a help. If you have an extra two minutes with no prepared material to present you can ad lib successfully.

Another woman, who has a thirty minute cooking program which has been on the air for six years, works with an assistant—a man—who does the commercials on the show. He also ad libs comments about what she is doing and asks questions—much as an interested husband would. The two of them have worked together for so long they can talk this way very easily. She said

I plan a recipe sheet which is distributed every two weeks to viewers who write in for it. It contains the recipes of the items I will be making



dress needs to be altered to make it more attractive or to show off some special feature or accessory, I can make the change myself.

One editor of household equipment strongly recommends a major in this department, together with a good background in the physical sciences—chemistry and physics:

Electives should be in textiles and foods since much testing is done on stoves, washing machines, refrigerators, irons—all of which involve not just equipment but the product prepared or processed by it. For the fashion or foods departments I recommend majors in those areas.

Courses in journalism are not necessary for a magazine editor since a copywriter can rewrite the material. It is necessary that one be able to express herself accurately and clearly and that she know correct grammar and spelling. Typing and shorthand are valuable in the business world.

*Extracurricular activities.* For newspaper and magazine writing, experience on the staff of a college magazine or newspaper teaches one the technical and production aspects of publications and exposes one to deadlines. If the college has a radio station, interested women students often can get jobs as music librarians or continuity writers.

*Summer experiences.* Experience as a secretary, a receptionist, or switchboard operator in the offices of any of the communications enterprises would be desirable experience. Actually, any kind of work is good if it acquaints one with the business world and develops a sense of responsibility.

*Part-time work.* College students may also find jobs working for any of the professors connected with the communication field or for an editor of the local newspaper. There may also be work available in the college editorial offices where the college catalog is prepared for publication. The land-grant colleges have bulletin offices which prepare special leaflets (see Chap. 12). Working in any capacity in any such office would increase one's knowledge of the field.

#### EDUCATIONAL QUALIFICATIONS: POSTGRADUATE

An advanced degree is not necessary to win promotions in journalism. Several editors mentioned the desirability of taking some courses at night to broaden one's background in the sciences, the social sciences, and the arts.

#### PROFESSIONAL ASSOCIATIONS

Women newspaper and magazine writers frequently join Theta Sigma Phi (a national women's journalism organization which has college chapters also). Most cities have local press clubs to which both men and women writers and editors belong.

basis with the sponsors. If one sponsor cancels his contract, the show is cancelled unless another sponsor is found. In this field, therefore, the quality of work offers no security. Also, it is not uncommon to have to work on holidays if they fall on the day of one's scheduled appearance.

*Trade papers and trade magazines* Newspapers such as *Women's Wear Daily* and magazines such as *Modern Textiles* are published for people engaged in the production or distribution of food, equipment, clothing, and home furnishings. Writing for them differs in approach from writing planned for the layman (see p. 286). Since the reader in this case is a professional person, he understands the trade jargon and in many cases has access to the writer's sources of information. Hence, the writer for such publications is subject to more rigorous evaluation than the writer for laymen.

*Company newspapers or magazines* Large corporations frequently publish a company newspaper or magazine. Frequently this is a monthly publication, prepared in the home office of the organization for distribution to all employees in the various branches of the organization. Typically, it features numerous pictures and accounts of company employees and activities. The basic purpose of such a publication is to help employees know their company, to reflect management's interest in the employees, and to develop *esprit de corps*.

*Publicity and advertising* The activities carried on in preparing publicity releases has already been dealt with (see p. 93). Advertising copy differs from other writing in that it is brief, and is usually written with a clever twist (if one can be found). Also, it usually asks the reader to take some action—the "try it TODAY."

Both publicity and advertising writing may be handled by a department of the company involved or by an independent agency. If the agency loses accounts (i.e., the companies buying the advertising or publicity), the people in the agency who handle those accounts may lose their jobs. On the other hand, a person who makes a name for herself in this field may come to earn tens of thousands of dollars a year.

## EDUCATIONAL QUALIFICATIONS UNDERGRADUATE

*Courses* There are two academic roads to a position in journalism, one is to major in journalism, the other is to major in some other field and take elective courses in journalism. The home economics student follows the second road. Her strength in applying for a position is that she has command of a body of subject matter of interest to the home-maker. One fashion writer said:

I have found courses in textiles, draping and patternmaking helpful as I coordinate the fashion accessories for each issue of the magazine. When I am working with photographers, models, and designers, if I

## Appendix A:

### Choosing a College

Home economics is a particularly desirable course for the college student who wants a good general education and who also wants to be prepared to enter a vocational field upon graduation. It is possible for students with interests in the biological sciences, the physical sciences, the social sciences, business management, art, and English, to study these subjects and their application to home economics fields. For example, biology and chemistry may be applied to foods and to textiles, psychology and economics to child development, family relationships, and household economics and management, business management to food administration and retailing, art to clothing and home furnishings, and English and creative writing to the various communications occupations.

Students will find that colleges and universities vary in their organization, hence, home economics may be offered in a separate college of a university, or in a department of the college of agriculture, the college of arts and sciences, the college of applied arts and sciences, or in some other division. Although the state universities usually offer majors in all areas of home economics, some colleges specialize in one or more areas—for example, in the preparation of homemaking teachers or in the preparation of food service administrators, home service representatives, and food research home economists.

Students should write for catalogs to the admissions office of the colleges and universities in which they are interested. These catalogs contain a description of the home economics majors offered by the institution. They will also furnish all the details about requirements for admission to the institution and to the various courses, requirements for graduation from the institution, tuition, fees, and sources of financial aid. The student (and parents) may find it desirable to visit one or more of the schools in which she is most interested. A conversation with the admissions officer and/or a member of the home economics staff will answer any remaining questions the student may have, and convey the general feeling of that particular campus.

Those colleges and universities in the United States which offered a degree for home economics majors in the school year 1959-60 are <sup>1</sup>

<sup>1</sup>Virginia F. Thomas, *Home Economics in Degree-Granting Institutions*, U.S. Department of Health, Education and Welfare Bulletin OE-83008-60 Misc 2557 (Washington, D.C. USGPO, 1960), pp. 32-84. Names of institutions have been changed to concur with *Higher Educational Directory 1960-61*, U.S. Department of Health, Education and Welfare Bulletin OE-50000-61 (Washington, D.C. USGPO, 1961).

Most newspaper workers belong to the American Newspaper Guild. Radio and television editors find American Women in Radio and Television a very dynamic organization—one which provides many contacts with successful people in the field and excellent annual convention programs which are informative for the beginner.

#### PROFESSIONAL JOURNALS AND OTHER PUBLICATIONS

*Advertising Age* New York Advertising Publications Inc

*Broadcasting* Washington D C Broadcasting Publications Inc

*Editor and Publisher—The Fourth Estate* New York Editor and Publisher Co., Inc

*Printers Ink* New York Robert T Lund Publisher

*Sponsor* New York Sponsor Publications Inc

*The Writer* Boston The Writer Inc

Editors read all the well known women's magazines. Many of them mentioned taking the same commercial magazines that homemaking teachers receive.

University of California, Santa Barbara  
Whittier College, Whittier

### *Colorado*

Colorado State College, Greeley  
Colorado State University, Fort Collins  
Loretto Heights College, Loretto  
University of Colorado, Boulder

### *Connecticut*

Saint Joseph College, West Hartford  
University of Connecticut, Storrs

### *Delaware*

Delaware State College, Dover  
University of Delaware, Newark

### *District of Columbia*

Gallaudet College  
George Washington University  
Howard University  
Washington Missionary College, Takoma Park

### *Florida*

Barry College, Miami  
Florida Agricultural and Mechanical University, Tallahassee  
Florida Southern College, Lakeland  
Florida State University, Tallahassee  
University of Miami, Coral Gables

### *Georgia*

Albany State College, Albany  
Berry College, Mount Berry  
Clark College, Atlanta  
Fort Valley State College, Fort Valley  
Georgia State College for Women, Milledgeville  
Georgia Teachers College, Collegeboro  
Morris Brown College, Atlanta  
North Georgia College, Dahlonega  
Savannah State College, Savannah  
Spelman College, Atlanta  
University of Georgia, Athens

### *Hawaii*

University of Hawaii, Honolulu

### *Idaho*

Idaho State College, Pocatello  
Northwest Nazarene College, Nampa  
University of Idaho, Moscow

### *Illinois*

Barat College of The Sacred Heart, Lake Forest  
Bradley University, Peoria  
Carthage College, Carthage  
Eastern Illinois University, Charleston  
Illinois State Normal University, Normal  
Illinois Wesleyan University, Bloomington  
Millikin University, Decatur  
Mundelein College, Chicago  
North Central College, Naperville

*Alabama*

Alabama Agricultural & Mechanical College, Normal  
 Alabama College, Montevallo  
 Auburn University, Auburn  
 Florence State College, Florence  
 Howard College, Birmingham  
 Huntington College, Montgomery  
 Jacksonville State College, Jacksonville  
 Judson College, Marion  
 Miles College, Birmingham  
 Tuskegee Institute, Tuskegee Institute  
 University of Alabama, University

*Alaska*

University of Alaska, College

*Arizona*

Arizona State College, Flagstaff  
 Arizona State University, Tempe  
 University of Arizona, Tucson

*Arkansas*

Arkansas Agricultural, Mechanical, and Normal College, Pine Bluff  
 Arkansas Polytechnic College, Russellville  
 Arkansas State Teachers College, Conway  
 Harding College, Searcy  
 Henderson State Teachers College, Arkadelphia  
 Hendrix College, Conway  
 John Brown University, Siloam Springs  
 Ouachita Baptist College, Arkadelphia  
 Philander Smith College, Little Rock  
 University of Arkansas, Fayetteville

*California*

California State Polytechnic College, San Luis Obispo  
 Chapman College, Orange  
 Chico State College, Chico  
 College of Notre Dame, Belmont  
 College of the Pacific, Stockton  
 Fresno State College, Fresno  
 George Pepperdine College, Los Angeles  
 Humboldt State College, Arcata  
 Immaculate Heart College, Los Angeles  
 La Sierra College, Arlington  
 La Verne College, La Verne  
 Los Angeles State College of Applied Arts & Sciences, Los Angeles  
 Mount St. Mary's College, Los Angeles  
 Pacific Union College, Angwin  
 Pasadena College, Pasadena  
 Sacramento State College, Sacramento  
 San Diego State College, San Diego  
 San Francisco State College, San Francisco  
 San Jose State College, San Jose  
 University of California, Berkeley  
 University of California, Davis  
 University of California, Los Angeles

Mt St Scholastica College, Atchison  
 Ottawa University, Ottawa  
 St Mary's College, Xavier  
 Southwestern College, Winfield  
 Sterling College, Sterling  
 University of Kansas, Lawrence  
 University of Wichita, Wichita  
 Washburn University, Topeka

### *Kentucky*

Asbury College, Wilmore  
 Berea College, Berea  
 Centre College of Kentucky, Danville  
 Eastern Kentucky State College, Richmond  
 Georgetown College, Georgetown  
 Kentucky State College, Frankfort  
 Morehead State College, Morehead  
 Murray State College, Murray  
 Nazareth College, Louisville  
 Nazareth College and Academy, Nazareth  
 Union College, Barbourville  
 University of Kentucky, Lexington  
 University of Louisville, Louisville  
 Ursuline College, Louisville  
 Western Kentucky State College, Bowling Green

### *Louisiana*

Grambling College, Grambling  
 Louisiana College, Pineville  
 Louisiana Polytechnic Institute, Ruston  
 Louisiana State University and Agricultural and Mechanical College,  
 Baton Rouge  
 McNeese State College, Lake Charles  
 Northeast Louisiana State College, Monroe  
 Northwestern State College, Natchitoches  
 St Mary's Dominican College, New Orleans  
 Southeastern Louisiana College, Hammond  
 Southern University and Agricultural and Mechanical College, Baton  
 Rouge  
 University of Southwestern Louisiana, Lafayette  
 Xavier University, New Orleans

### *Maine*

Farmington State Teachers College, Farmington  
 Nasson College, Springvale  
 University of Maine, Orono

### *Maryland*

Hood College, Frederick  
 Maryland State College, Princess Anne  
 Morgan State College, Baltimore  
 St Joseph College, Emmitsburg  
 University of Maryland, College Park  
 Western Maryland College, Westminster

### *Massachusetts*

Atlantic Union College, South Lancaster

North Illinois University, DeKalb  
 Northwestern University, Evanston  
 Olivet Nazarene College, Kankakee  
 Rosary College, River Forest  
 Saint Xavier College, Chicago  
 Southern Illinois University, Carbondale  
 University of Illinois, Urbana  
 Western Illinois University, Macomb  
 Wheaton College, Wheaton

### *Indiana*

Ball State Teachers College, Muncie  
 Butler University, Indianapolis  
 DePauw University, Greencastle  
 Evansville College, Evansville  
 Goshen College, Goshen  
 Indiana Central College, Indianapolis  
 Indiana State Teachers College, Terre Haute  
 Indiana University, Bloomington  
 Manchester College, North Manchester  
 Marian College, Indianapolis  
 Purdue University, Lafayette  
 St. Francis College, Fort Wayne  
 St. Mary's College, Notre Dame  
 St. Mary-of-the-Woods College, St. Mary-of-the-Woods  
 Valparaiso University, Valparaiso

### *Iowa*

Briar Cliff College, Sioux City  
 Central College, Pella  
 Clarke College, Dubuque  
 Cornell College, Mount Vernon  
 Iowa State Teachers College, Cedar Falls  
 Iowa State University of Science and Technology, Ames  
 Iowa Wesleyan College, Mount Pleasant  
 Marycrest College, Davenport  
 Morningside College, Sioux City  
 Simpson College, Indianola  
 State University of Iowa, Iowa City  
 University of Dubuque, Dubuque  
 Wartburg College, Waverly  
 Westminster College, Le Mars  
 William Penn College, Oskaloosa

### *Kansas*

Baker University, Baldwin  
 Bethel College, North Newton  
 College of Emporia, Emporia  
 Fort Hays Kansas State College, Hays  
 Friends University, Wichita  
 Kansas State College of Pittsburg, Pittsburg  
 Kansas State Teachers College, Emporia  
 Kansas State University of Agriculture and Applied Science, Manhattan  
 Marymount College, Salina  
 McPherson College, McPherson



Park College, Parkville  
 St. Louis University, St. Louis  
 Southeast Missouri State College, Cape Girardeau  
 Southwest Missouri State College, Springfield  
 University of Kansas City, Kansas City  
 University of Missouri, Columbia  
 Webster College, Webster Groves

*Montana*

Montana State College, Bozeman  
 Montana State University, Missoula

*Nebraska*

Duchesne College, Omaha  
 Nebraska State Teachers College, Chadron  
 Nebraska State Teachers College, Kearney  
 Nebraska State Teachers College, Peru  
 Nebraska State Teachers College, Wayne  
 Union College, Lincoln  
 University of Nebraska, Lincoln  
 University of Omaha, Omaha

*Nevada*

University of Nevada, Reno

*New Hampshire*

Keene Teachers College, Keene  
 Mount Saint Mary College, Hooksett  
 Rivier College, Nashua  
 University of New Hampshire, Durham

*New Jersey*

College of Saint Elizabeth, Convent Station  
 Douglass College of Rutgers University, New Brunswick  
 Georgian Court College, Lakewood  
 Montclair State College, Upper Montclair

*New Mexico*

Eastern New Mexico University, Portales  
 New Mexico Highlands University, Las Vegas  
 New Mexico State University of Agriculture, Engineering & Science,  
 University Park  
 New Mexico Western College, Silver City  
 University of New Mexico, Albuquerque

*New York*

Adelphi College, Garden City  
 Brooklyn College, Brooklyn  
 Cornell University, Ithaca (New York State College of Home Eco-  
 nomics)  
 Hunter College, New York City  
 New York University, New York City  
 Pratt Institute, Brooklyn  
 Queens College, Flushing  
 Russell Sage College, Troy  
 State University College of Education, Buffalo  
 State University College of Education, Oneonta  
 State University College of Education, Plattsburgh

Regis College, Weston  
 Simmons College, Boston  
 State College, Framingham  
 University of Massachusetts, Amherst

### *Michigan*

Adrian College, Adrian  
 Albion College, Albion  
 Central Michigan University, Mount Pleasant  
 Eastern Michigan University, Ypsilanti  
 Emmanuel Missionary College, Berrien Springs  
 Madonna College, Livonia  
 Marygrove College, Detroit  
 Mercy College, Detroit  
 Michigan State University of Agriculture and Applied Science, East  
 Lansing  
 Nazareth College, Nazareth  
 Northern Michigan College, Marquette  
 Siena Heights College, Adrian  
 Wayne State University, Detroit  
 Western Michigan University, Kalamazoo

### *Minnesota*

Augsburg College and Theological Seminary, Minneapolis  
 College of St. Benedict, St. Joseph  
 College of St. Catherine, St. Paul  
 College of St. Scholastica, Duluth  
 College of St. Teresa, Winona  
 Concordia College, Moorhead  
 Gustavus Adolphus College, St. Peter  
 Mankato State College, Mankato  
 St. Olaf College, Northfield  
 University of Minnesota, Duluth  
 University of Minnesota, St. Paul

### *Mississippi*

Alcorn Agricultural and Mechanical College, Lorman  
 Blue Mountain College, Blue Mountain  
 Delta State College, Cleveland  
 Jackson State College, Jackson  
 Mississippi College, Clinton  
 Mississippi Southern College, Hattiesburg  
 Mississippi State College for Women, Columbus  
 Mississippi Vocational College, Itta Bena  
 Rust College, Holly Springs  
 University of Mississippi, University

### *Missouri*

Central Missouri State College, Warrensburg  
 College of St. Teresa, Kansas City  
 Drury College, Springfield  
 Fontbonne College, St. Louis  
 Lincoln University, Jefferson  
 Lindenwood College for Women, St. Charles  
 Northeast Missouri State Teachers College, Kirksville  
 Northwest Missouri State College, Maryville

Western Reserve University, Cleveland  
Wittenberg University, Springfield  
Youngstown University, Youngstown

### *Oklahoma*

Bethany Nazarene College, Bethany  
Cential State College, Edmond  
East Central State College, Ada  
Langston University, Langston  
Northeastern State College, Tahlequah  
Northwestern State College, Alva  
Oklahoma Baptist University, Shawnee  
Oklahoma College for Women, Chickasha  
Oklahoma State University of Agriculture & Applied Science, Stillwater  
Panhandle Agricultural and Mechanical College, Goodwell  
Phillips University, Enid  
Southeastern State College, Durant  
Southwestern State College, Weatherford  
University of Oklahoma, Norman  
University of Tulsa, Tulsa

### *Oregon*

Linfield College, McMinnville  
Marylhurst College, Marylhurst  
Oregon State College, Corvallis  
Willamette University, Salem

### *Pennsylvania*

Albright College, Reading  
Carnegie Institute of Technology, Pittsburgh  
Cedar Crest College, Allentown  
Cheyney State College, Cheyney  
College Misericordia, Dallas  
Drexel Institute of Technology, Philadelphia  
Immaculata College, Immaculata  
Indiana State College, Indiana  
Juniata College, Huntingdon  
Mansfield State College, Mansfield  
Marywood College, Scranton  
Mercyhurst College, Erie  
Mount Mercy College, Pittsburgh  
Pennsylvania State University, University Park  
Seton Hill College, Greensburg  
Temple University, Philadelphia  
Villa Maria College, Erie

### *Puerto Rico*

Inter American University of Puerto Rico, San German  
University of Puerto Rico, Rio Piedras

### *Rhode Island*

Salve Regina College, Newport  
University of Rhode Island, Kingston

### *South Carolina*

Allen University, Columbia  
Benedict College, Columbia  
Bob Jones University, Greenville

Syracuse University, Syracuse  
 Teachers College, Columbia University, New York City\*

### North Carolina

Agricultural and Technical College of North Carolina, Greensboro  
 Appalachian State Teachers College, Boone  
 Barber-Scotia College, Concord  
 Bennett College, Greensboro  
 Catawba College, Salisbury

### East Carolina College, Salisbury

Elon College, Elon  
 Flora Macdonald College, Red Springs  
 Greensboro College, Greensboro  
 High Point College, High Point  
 Meredith College, Raleigh  
 North Carolina College, Durham  
 Pembroke State College, Pembroke  
 Queens College, Charlotte  
 Salem College, Winston-Salem  
 Shaw University, Raleigh  
 University of North Carolina Woman's College, Greensboro  
 Western Carolina College, Cullowhee

### North Dakota

North Dakota Agricultural College, Fargo  
 University of North Dakota, Grand Forks

### Ohio

Ashland College, Ashland  
 Baldwin-Wallace College, Berea  
 Bluffton College, Bluffton  
 Bowling Green State University, Bowling Green  
 Central State College, Wilberforce  
 College of Mount Saint Joseph-on-the-Ohio, Mount Saint Joseph  
 College of St. Mary of the Springs, Columbus  
 Heidelberg College, Tiffin  
 Hiram College, Hiram  
 Kent State University, Kent  
 Lake Erie College, Painesville  
 Marietta College, Marietta  
 Miami University, Oxford  
 Muskingum College, New Concord  
 Notre Dame College, Cleveland  
 Ohio State University, Columbus  
 Ohio University, Athens  
 Ohio Wesleyan, Delaware  
 Otterbein College, Westerville  
 Our Lady of Cincinnati College, Cincinnati  
 University of Akron, Akron  
 University of Cincinnati, Cincinnati  
 University of Dayton, Dayton  
 University of Toledo, Toledo  
 Ursuline College, Cleveland  
 Western College for Women, Oxford

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\* Graduate program only.

Texas Technological College, Lubbock  
Texas Wesleyan College, Fort Worth  
Texas Woman's University, Denton  
Trinity University, San Antonio  
University of Houston, Houston  
University of Texas, Austin  
West Texas State College, Canyon  
Wiley College, Marshall

#### *Utah*

Brigham Young University, Provo  
University of Utah, Salt Lake City  
Utah State University of Agriculture & Applied Science, Logan

#### *Vermont*

University of Vermont and State Agricultural College, Burlington

#### *Virginia*

Bridgewater College, Bridgewater  
Eastern Mennonite College, Harrisonburg  
Hampton Institute, Hampton  
Longwood College, Farmville  
Madison College, Harrisonburg  
Mary Washington College of University of Virginia, Fredericksburg  
Radford College, Radford  
Virginia Polytechnic Institute, Blacksburg  
Virginia State College, Petersburg

#### *Washington*

Central Washington College of Education, Ellensburg  
Eastern Washington College of Education, Cheney  
Holy Names College, Spokane  
Seattle Pacific College, Seattle  
Seattle University, Seattle  
University of Puget Sound, Tacoma  
University of Washington, Seattle  
Walla Walla College, College Place  
Washington State University, Pullman  
Western Washington College of Education, Bellingham  
Whitworth College, Spokane

#### *West Virginia*

Bluefield State College, Bluefield  
Concord College, Athens  
Fairmont State College, Fairmont  
Glenville State College, Glenville  
Marshall College, Huntington  
Salem College, Salem  
Shepherd College, Shepherdstown  
West Liberty State College, West Liberty  
West Virginia Institute of Technology, Montgomery  
West Virginia State College, Institute  
West Virginia University, Morgantown  
West Virginia Wesleyan College, Buckhannon

#### *Wisconsin*

Alverno College, Milwaukee  
Cardinal Stritch College, Milwaukee

Columbia College, Columbia  
 Erskine College, Due West  
 Lander College, Greenwood  
 Limestone College, Gaffney  
 South Carolina State College, Orangeburg  
 Winthrop College, Rock Hill

#### *South Dakota*

Mount Marty College, Yankton  
 South Dakota State College of Agriculture and Mechanic Arts, Brookings  
 State University of South Dakota, Vermillion

#### *Tennessee*

Austin Peay State College, Clarksville  
 Carson-Newman College, Jefferson City  
 David Lipscomb College, Nashville  
 Eastern Tennessee State College, Johnson  
 George Peabody College for Teachers, Nashville  
 Lincoln Memorial University, Harrogate  
 Madison College, Madison College  
 Maryville College, Maryville  
 Memphis State University, Memphis  
 Middle Tennessee State College, Murfreesboro  
 Southern Missionary College, Collegedale  
 Tennessee Agricultural and Industrial State University, Nashville  
 Tennessee Polytechnic Institute, Cookeville  
 University of Chattanooga, Chattanooga  
 University of Tennessee, Knoxville  
 University of Tennessee, Martin Campus

#### *Texas*

Abilene Christian College, Abilene  
 Austin College, Sherman  
 Baylor University, Waco  
 East Texas State College, Commerce  
 Hardin-Simmons University, Abilene  
 Huston-Tillotson College, Austin  
 Incarnate Word College, San Antonio  
 Lamar State College of Technology, Beaumont  
 Mary Hardin-Baylor College, Belton  
 Midwestern University, Wichita Falls  
 North Texas State College, Denton  
 Our Lady of the Lake College, San Antonio  
 Pan American College, Edinburg  
 Prairie View Agricultural and Mechanical College, Prairie View  
 Sam Houston State Teachers College, Huntsville  
 Southern Methodist University, Dallas  
 Southwest Texas State College, San Marcos  
 Southwestern University, Georgetown  
 Stephen F. Austin State College, Nacogdoches  
 Sul Ross State College, Alpine  
 Texas Christian University, Fort Worth  
 Texas College, Tyler  
 Texas College of Arts & Industry, Kingsville  
 Texas Southern University, Houston

## *Appendix B: Work Abroad*

Home economics majors find many excellent opportunities for work abroad. The Peace Corps lists home economics as one of the specializations in which it is particularly interested. Applications can be obtained from local post offices, the Peace Corps liaison officers in colleges and universities, or by writing directly to the Peace Corps (Washington 25, D C).

International Voluntary Services, Inc., Washington 9, D C, is another organization that accepts high school graduates. Persons with college training are preferred. Home economics training is especially mentioned. The organization is similar to the Peace Corps. It works with AID described below.

There are also opportunities for summer positions with the following organizations:

American Friends Service Committee, Philadelphia, Pa. (Participating in their Voluntary International Service Assignments program)

American Youth Hostels, Inc., N Y (Acting as leaders of summer hosteling trips abroad)

The Experiment in International Living, Putney, Vt (Conducting the tours which members of The Experiment take when they conclude their experience)

There are civilian positions at overseas military bases for recent graduates who are qualified to teach elementary grades or homemaking at the secondary level.

Department of the Army Operations Coordination Branch, International Division, OCP, DESPER, Department of the Army, Washington 25, D C. A booklet, "Opportunities for Educators—Army's American Dependents' Schools Overseas," may be obtained by writing to U S Army Engineer District, Eastern Ocean, 346 Broadway, New York 13, N Y Attention: Civilian Personnel Officer.

Department of the Navy Navy Overseas Employment Office, Federal Office Building, San Francisco 2, Calif (for Pacific area). Headquarters, 13th Naval District, Seattle, Wash (for Alaska). Headquarters, Potomac River Naval Command, Washington 25, D C (for Atlantic area). Write for booklet "Employment Opportunities for Educators in the Navy's Overseas Dependents' Schools," Manager, Navy Overseas Employment Office, Headquarters, Potomac River Naval Command.

Department of the Air Force (write to the Department, Washington 25, D C, for their booklet, "Employment Opportunities for Teachers with U S Air Force Dependents' Schools Overseas")

Milwaukee Downer College, Milwaukee

Mt Mary College, Milwaukee

Stout State College, Menomonie

University of Wisconsin, Madison

Viterbo College, LaCrosse

Wisconsin State College, Stevens Point

*Wyoming*

University of Wyoming, Laramie



## APPENDIX B WORK ABROAD

(UNESCO) employs home economists from the top professional echelons, usually people with doctorates who are qualified to be project leaders abroad. Another division of the United Nations which has rather extensive needs for qualified nutritionists is the Food and Agricultural Organization (FAO) which works in cooperation with the World Health Organization (WHO) and UNICEF in carrying out the following types of activities

- Organizing and carrying out surveys of levels and patterns of food consumption of different socioeconomic groups,
  - Training native personnel to participate in above surveys,
  - Assisting government officials in developing sound national policies of food production, distribution, and utilization in line with the findings of the surveys,
  - Organizing studies on the nutritive value of local foods and how nutritive value is affected by processing and preparation,
  - Offering nutrition training courses for native personnel,
  - Developing programs of expanded aid to mother and child nutrition,
  - Promoting the consumption of foods of high nutritive value,
  - Raising standards of feeding of large groups—i.e., industrial workers,
  - Conducting educational programs in storage, preservation, and/or processing food,
  - Organizing and developing home economics services comparable to our extension education services in the USA,
  - Developing home economics in higher educational institutions for the training of teachers, research staff, and leaders in extension
- Correspondence with FAO should be addressed to FAO, Viale delle Terme di Caracalla, Rome, Italy
- Finally, there are several placement offices that collect credentials of experienced home economists interested in overseas employment. These credentials are made available to employers. The offices include
- American Council of Voluntary Agencies for Foreign Service, Inc., New York, N Y
  - International Development Services, Inc., New York, N Y.
  - International Recreation Service of the National Recreation Association of the United States of America, New York, N Y
  - National Council of Churches of Christ in the U S A, Division of Foreign Missions, New York, N Y

There are also opportunities for secretarial and stenographic positions with other government installations overseas. Write to

Department of State Employment Division, Washington 25, D C  
United States Information Agency Employment Branch, Washington 25,  
D C

There are opportunities to serve as hostesses in military clubs overseas. Write to

Adjutant General Department of the Army, Washington 25, D C Attn  
AGMP R

American National Red Cross (at the divisional office nearest you) Alex-  
andria Va Atlanta Ga, St Louis Mo, San Francisco, Calif

United Service Organizations Inc (USO) New York, N Y

Religious organizations also provide opportunities for work abroad. They usually require applicants to have had at least two years of work experience in social welfare teaching homemaking, or teaching in the cooperative extension service, and they usually involve a two year contract. They normally select persons of their own faith. Write to

American Baptist Foreign Missionary Society, New York, N Y

American Friends Service Committee, Philadelphia, Pa

American Jewish Joint Distribution Committee, Inc, New York, N Y

Board of International Missions of the Evangelical and Reformed Church,  
Philadelphia Pa (They are particularly interested in homemaking  
teachers)

Catholic Relief Services National Catholic Welfare Conference, New York,  
N Y

Church of the Brethren Service Comm Elgin, Ill

The Grail (Catholic), Grailville, Loveland Ohio

The Jewish Agency for Israel Office of Professional Workers New York, N Y

Methodist Church Board of Missions, New York, N Y

National Council of the Protestant Episcopal Church New York, N Y

Unitarian Service Comm Inc Boston Mass

United Church Board for World Ministries 14 Beacon St, Boston 8, Mass

Professional workers with five or more years of experience in the United States with one of the following organizations might have an opportunity to work abroad for them

American National Red Cross, Washington D C

Girl Scouts of the United States of America, New York, N Y

YWCA of the United States of America, New York, N Y

United States agencies which have particular need for home economists with extensive experience and usually an advanced degree in their field of specialization include

Agency for International Development Washington, D C (This agency handles all United States programs for aid to underdeveloped countries)

U S Department of Health, Education and Welfare, Social Security Administration, Washington 25, D C (The Children's Bureau recruits people with graduate degrees in child development for child welfare positions abroad, and a division called, International Service, handles other applications for positions overseas)

The United Nations Educational, Scientific, and Cultural Organization

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## *Dedication*

This book is dedicated to a belief in the value of the study of the home. Nothing has more influence on a *person's capacity for happiness than the experiences* had in the parental home; nothing that an individual creates is more significant than the environment established for others in one's own home.

The understandings that the home economics student acquires of human relationships, decisions, values, and processes involved in daily living in the home equip her to make a *unique contribution to our country's* economic life and to increase her personal satisfactions as a homemaker.